DOCUMENT RESUME

ED 100 741 SO 008 021

AUTHOR Hunkins, Francis P.
TITLE Validity of Social Studies and Citizenship Exercising--Task 2. Final Report.
INSTITUTION National Council for the Social Studies, Washington, D.C.
SPONS AGENCY Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
PUB DATE Sep 73
NOTE 130p.; Related documents are SO 008 019-026

EDRS PRICE MF-$0.75 HC-$6.60 PLUS POSTAGE
DESCRIPTORS *Citizenship; *Educational Assessment; Educational Objectives; Educational Research; *Evaluation; Evaluation Criteria; Measurement Goals; Measurement Instruments; *Social Studies; Tests; *Test Validity
IDENTIFIERS *National Assessment

ABSTRACT

This report represents part of an investigation coordinated by a special Steering Committee working under the auspices of the National Council for the Social Studies. The purpose of Task 2 was to review independently the National Assessment of Educational Progress Social Studies and Citizenship exercises as to the extent to which confidence could be placed in them. The major criterion for this confidence was the degree to which the test exercises have content validity or the degree to which the exercises are a direct measure of the objectives developed for the assessment. Secondary criteria included whether the exercises could be utilized as models by teachers in developing their own evaluation instruments, cognitive and affective levels, age appropriateness, and appropriateness of the situation in which the exercises were administered. The results indicated that of the 194 exercises prepared for social studies, 85 percent (164) were considered valid. The majority of exercises were of proper age and difficulty level, although a few were too difficult for 9-year-olds and too easy for upper age levels. Of the 152 exercises prepared for citizenship, 93 or 61 percent were considered valid. Only 55 percent of the exercises could be utilized as models by teachers while most valid exercises were of proper age and difficulty level. As a whole the citizenship exercises did not measure up as well as the social studies exercises. (DE)

ED 100741

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

VALIDITY OF SOCIAL STUDIES AND CITIZENSHIP EXERCISES

TASK II

FINAL REPORT

Dr. Francis P. Hunkins
University of Washington

September, 1973

SO 008 021

This report represents part of an investigation funded by the Education Commission of the States, and coordinated by a special Steering Committee working under the auspices of the National Council for the Social Studies.

TABLE OF CONTENTS

INTRODUCTION 1

Primary Purpose 1

Secondary Purpose 3

Other Interests 3

SOCIAL STUDIES, CITIZENSHIP — GOALS AND OBJECTIVES OF NATIONAL ASSESSMENT 4

Social Studies Objectives 4

Citizenship Objectives 7

Citizenship Goals 11

THE SPECIFIC NATURE OF THE TASK 12

General Background Discussion 12

The National Assessment Approach to Exercise Development . 12

Formats of Exercises 13

Ages Considered for Exercises 14

Administration of the Exercises 15

PROCEDURE FOR PROCESSING THE EXERCISES 15

The Judges 19

THE RESULTS 21

Social Studies Exercises, Released 21

Social Studies Exercises, Unreleased 36

Summary of Social Studies Exercises, Released and Unreleased 47

Citizenship Exercises, Released 49

TABLE OF CONTENTS

(Continued)

Citizenship Exercises, Unreleased 65

Summary of Citizenship Exercises, Released and Unreleased 79

Reliability of Exercises 82

Inter-Rater Reliability 83

Summary 84

DISCUSSION OF EXERCISES BY MAJOR OBJECTIVES 84

Social Studies Exercises, Released 84

General Discussion of Released Social Studies Exercises. . 88

Social Studies Exercises, Unreleased 89

General Discussion of Unreleased Social Studies Exercises. 91

General Comments Regarding Social Studies Exercises. . . . 92 ✓

Citizenship Exercises, Released 96

General Discussion of Released Citizenship Exercises . . . 102

Citizenship Exercises, Unreleased 104

General Discussion of Unreleased Citizenship Exercises . . 108

General Comments Regarding Citizenship Exercises . . . . . 110 ✓

FINAL COMMENTS 115

REFERENCES 117

APPENDICES

A I

B VI

VALIDITY OF SOCIAL STUDIES AND CITIZENSHIP EXERCISES

TASK II

Introduction

The major thrust of this project commissioned by the National Council for the Social Studies was to analyze the National Assessment of Educational Progress activities with regard to the development, preparation, and administration of exercises in citizenship and social studies. Great attention has been on national assessment, and both educators and members of the lay public are interested in obtaining information that will enable them to make judgments regarding the successes and contributions of National assessment.

Primary Purpose

The prime purpose of Task II was to focus specifically on the exercises developed by the Educational Commission of the States in order to determine the content validity of these exercises. Valid exercises are certainly necessary but not sufficient in procuring data as to the "state of affairs" regarding Americans' levels of understanding and functioning in the areas of social studies and citizenship.

Content validity is the most crucial criterion of any test exercise, for it appraises whether the exercise assesses what it is assumed to be measuring. Content validity centers on the representativeness or sampling adequacy of the content of the items. Those concerned with determing the content validity of test items or exercises generate the question "Is the substance or content of the item depictive of the content or the universe of content being measured"(Kerlinger, 1968, p. 446). In the case of the NAEP exercises, the question is "Are these exercises representative of the objectives as developed by the Education Commission of the States?" Specifically, are the exercises doing what they are purported to do in relation to the objectives?

The determining of content validity rests on the judgment of individuals. Specifically, the concept of content validity is based on the assumption that there is a theoretical universe of items that could be developed to test the defined content. It is impossible to randomly select items from this universe, for the universe is only a theoretical concept. Therefore, one must be satisfied with determining the representativeness of the items. The question now becomes, "Is this exercise representative of the universe of items relating to a specific objective or area?"

Since content validity relates to the question of whether some item is a direct measure of some important bit of knowledge, skill or attitude in a subject area (Finley and Berdie, 1970, p. 15), the task of determining whether exercises meet this criterion is difficult. When one is relying on the judgment of persons to determine whether exercises meet this criterion, one always runs the risk that judges will disagree or agree but be off-base. However, the incidence of non-agreement was reduced by selecting individuals possessing expertise in social studies education and citizenship education and also having knowledge of questions, question formation, and questioning strategies.

To facilitate the task the Education Commission of the States provided the judges with detailed lists of objectives against which to consider the exercises.

Secondary Purpose

In addition to determining the content validity of the exercises, the NAEP offices were interested in determining if the exercises as developed could be utilized as models by teachers in developing their own evaluation instruments. Were these exercises suitable test exemplars in addition to being valid? Part of this concern involved the feasibility and workability of the exercises. It is possible for an exercise to possess content validity, but be a poor example for classroom use, either because of its being too easy or too difficult, or not possessing sufficient challenge for individuals, or not being feasible to administer with regard to the context of the regular classroom.

Again, the appropriateness of the exercises for teacher use rested upon the judgments of the major investigator and the individuals on the panel which reacted to the exercises.

Other Interests

When one commences judging test exercises, one also begins to search for other aspects such as the cognitive and affective levels, the age appropriateness of the exercises, and the context validity or the appropriateness of the situation in which the exercises were administered. But, the reader needs to be cognizant that these concerns were subsidiary. Hopefully, discussion of these additional concerns will provide readers of the report with a more total understanding of the exercises as used for assessing social studies and citizenships knowledge, attitudes, and skills.

Social Studies, Citizenship — Goals and Objectives of National Assessment

For determining the content validity, NAEP provided the judges with detailed listing of the objectives for both social studies and citizenship. To enable the reader to interpret more completely the report and to formulate independent judgments as to value of the overall thrust of assessment in this area, the objectives for both of these areas are included in this report. The objectives have been drawn from published documents of the Education Commission of the States and are stated verbatim. Detailed sub-sections and explanations of the objectives have been deleted to prevent unnecessary length of this report and duplication of documents already in existence.

Social Studies Objectives*

> Social studies is that area of the school curriculum that seeks to communicate about man in society. It is a shorthand term for such subjects as history, geography, economics, political sciences, anthropology, sociology, and social psychology. In some instances, social studies stands for an integration or combination of two or more of these subjects, with or without an emphasis on contemporary problems. But more often in grades 5 through 12, social studies tends to be simply a history, geography, government, or economics course with materials adapted to the appropriate grade level.

---

*National Assessment of Educational Progress (Education Commission of the States, Denver, 1970) pp. 9-27.

I. Have Curiosity About Human Affairs

A. Raise questions and seek answers.

B. Are open to new information and ideas.

C. Try to understand why other people think and act as they do.

II. Use Analytic-Scientific Procedures Effectively

A. Identify and define problems and issues.

B. Formulate generalizations and hypotheses capable of being tested.

C. Obtain information from a variety of sources.

D. Distinguish facts from opinions, relevant from irrelevant information, reliable from unreliable sources.

E. Detect logical errors, unstated assumptions and unwarranted assertions; question unsupported generalizations; are aware of the complex nature of social causation, and understand that sequence or relationship does not necessarily imply causation.

F. Use data and evaluative criteria to make decisions.

III. Are Sensitive to Creative-Intuitive Methods of Explaining the Human Condition

A. Read history, philosophy, and fiction.

B. Obtain insight into human affairs from history and philosophy, and from fiction and other forms of art.

C. Recognize the role of creative-intuitive methods in scientific inquiry.

D. Distinguish personalized explanations of human affairs from scientific-objective explanations.

IV. Have Knowledge Relevant to the Major Ideas and Concerns of Social Scientists

A. Understand some of the distinctive modes of inquiry (questions and approaches) of social scientists.

B. Understand some of the major relationships involving culture, the group, and the self.

C. Understand some of the major characteristics of economic systems, especially the American economic system.

D. Understand some of the major characteristics of the geographic (spatial) distribution of man and his activities, and of man's interaction with the physical environment.

E. Understand some of the major historical developments.

F. Understand some of the characteristics of the major systems of government, particularly the political system of the United States.

V. Have a Reasoned Commitment to the Values that Sustain a Free Society

A. Believe in the fundamental worth of the individual and can justify their belief.

B. Believe in the freedoms of the First Amendment and can justify their belief.

C. Believe in the rule of law and can justify their belief.

D. Believe in open opportunity for advancement and can justify their belief.

E. Are willing to act for the general interest.

F. Are willing to participate in decision making relevant to their lives.

Under each objective are detailed descriptions of knowledge and/or behaviors that should be possessed or evidenced by individuals at various age levels. Some of these objectives had lengthy discussions of sub-understandings or sub-behaviors. In determining the content validity for each item, the judges scrutinized these descriptions under the major objectives.

Citizenship Objectives

The Education Commission of the States did not create a precise definition of citizenship; however, their interpretations of citizenship are evident through the stated objectives. It should be indicated that some areas commonly considered to be related to citizenship, e.g. knowledge of ways of life in other cultures, were not included under citizenship, but rather were incorporated in the social studies area. Often in social studies education, citizenship and social studies objectives are melded, but the Commission did divide them.

Another point for the reader's consideration is that the NAEP personnel instructed the investigator to consider both the citizenship objectives and also the major citizenship goals as developed for an early report (NAEP, 1970).

Therefore, both the goals and the objectives are included at this juncture of the report. It is evident that the goals and objectives are extremely similar.

Citizenship Objectives*

---

*National Assessment of Educational Progress, Report 2. Citizenship: National Results (Education Commission of the States, Denver, 1970).

I. Show Concern for the Welfare and Dignity of Others.

A. Treat all individuals with respect

B. Consider the consequences for others of their own actions.

C. Guard safety and health of others.

D. Help other individuals voluntarily.

E. Are loyal to country, to friends, and to other groups whose values they share.

F. Understand and oppose unequal opportunity in the areas of education, housing, employment, and recreation.

G. Seek to improve the welfare of groups of people less fortunate than they.

II. Support Rights and Freedoms of All Individuals.

A. Understand the value of constitutional rights and freedoms.

B. Recognize instances of the proper exercise or denial of constitutional rights and liberties, including due process of law.

C. Defend rights and liberties of all kinds of people uniformly.

III. Help Maintain Law and Order

A. Understand the need for law and order.

B. Are conscious of right and wrong behavior.

C. Comply with public law and school rules.

D. Help authorities in specific cases.

E. Protest unjust rules openly

F. Inform themselves about the law.

IV. Know the Main Structure and Functions of our Governments

A. Recognize the purposes of government.

B. Recognize the main functions and relations of governmental bodies.

C. Recognize the importance of political opposition and diverse interest groups.

D. Recognize that democracy depends on the alertness and involvement of its citizens, and know how citizens can affect government.

E. Recognize the structure and operation of political parties.

F. Know structure of school and student government.

V. Seek Community Improvement Through Active, Democratic Participation.

A. Believe that each person's civic behavior is important, and convey this belief to others.

B. Recognize important civic problems and favor trying to solve them.

C. Actively work for community improvement.

D. Participate in local, state and national governmental processes.

E. Apply democratic procedures on a practical level when working in a group.

F. Display fairness and good sportsmanship toward others.

VI. Understand Problems of International Relations

A. Are aware of the problems of international conflict and dangers to national security.

B. Seek world peace and freedom for all peoples.

VII. Support Rationality in Communication, Thought and Action on Social Problems.

A. Try to inform themselves on socially important matters and to understand alternative viewpoints.

B. Evaluate communications critically and form their own opinions independently.

C. Weigh alternatives and consequences carefully, then make decisions and carry them out without undue delay.

D. See relations among social problems and have good ideas for solutions.

E. Support free communication and communicate honestly with others.

F. Understand the role of education in developing good citizens.

VIII. Take Responsibility for Own Personal Development and Obligations.

A. Further their own self-improvement and education.

B. Plan ahead for major life changes.

C. Are conscientious, dependable, self-disciplined, and value excellence and initiative.

D. Economically support self and dependents.

IX. Help and Respect Their Own Families (Ages 9, 13, 17)

A. Respect the reasonable authority of their parents or guardians, and help with home duties and problems.

B. Help younger brothers and sisters to develop good citizens.

C. Discuss social matters with their families and respect the views of all family members.

IX. Nurture the Development of Their Children as Future Citizens (Adults)

A. Provide for the basic needs and health of their children.

B. Encourage cooperative, ethical relations to authority and to other individuals.

C. Develop in their children a broadening awareness, independence, and rationality.

Citizenship Goals*

A. Show concern for the well-being of others.

B. Support rights and freedoms of all individuals.

C. Recognize the value of just law.

D. Know the main structure and functions of government.

E. Participate in effective civic action.

F. Understand problems of international relations.

G. Approach civic decisions rationally.

H. Take responsibility for own development.

I. Help and respect their own families.

Each of these goals was described in some detail which provided the judges with additional information for determining the exercises' content validity.

---

*National Assessment of Educational Progress, Report 2. pp. vii - ix

The Specific Nature of the Task

General Background Discussion

As previously indicated, the Task II investigator was to review independently the NAEP social studies and citizenship exercises in order to inform NAEP, school personnel, and the general public as to the extent to which they can place confidence in the exercises. For purposes of orientation, it may be productive to discuss briefly the exercises in both social studies and citizenship.

First, the term "exercises" is used to distinguish these test items from test items appearing in standardized tests. The writing of these exercises was sub-contracted to private measurement agencies, who developed exercises relating to the objectives in ten subject areas. These exercises were to receive two reviews: by lay people who would ascertain that no exercise was potentially offensive to any large group of people and by experts in each subject field who responded via mail as to whether they thought each exercise did assess the educational objective for which it was written. After these two reviews were completed and indicated revisions carried out, exercises with different formats were tested out for ease of administration.

It is not the purpose of Task II to provide a history of the development of these exercises, and those individuals desiring more depth of treatment regarding this aspect can read other sections of the overall NCSS report or refer to NAEP's booklet, The National Assessment Approach to Exercise Development.

Formats of Exercises

Originally nine exercise formats were considered (Finley and Berdie, 1970). However, NAEP decided in the first assessment to use only four formats: 1) completion, 2) writing, 3) multiple-choice, and 4) combination. Examples of each of these are presented below.

Completion (Finley and Berdie, 1970, p. 20):

> This type of exercise requires the student to fill in blank(s) or to provide a short answer following some stimulus or to arrange alternatives in correct locations.
>
> What are the capitol cities of the following states?
> New Hampshire ________
> Oregon ________________
> Texas _________________
> Georgia _______________

Writing (Finley and Berdie, 1970, pp. 20-21):

> The response to this type requires the student to write a sentence(s) or paragraph(s) or list responses.
>
> Write a set of directions explaining how to get, by car or on foot, to some famous local landmark from the airport, railroad station, bus station or turnpike (freeway) exit closest to where you live.
>
> Write your directions carefully and clearly, as if you were going to give them to a friend who is not very familiar with your area.

Multiple-choice (Finley and Berdie, 1970, p. 23):

> The correct response is selected from two or more alternatives.

Directions: Mark only one answer.

John counted his breathing rate several times during two days. His record is shown below.

Breathing Rates

Day	Morning	Noon	Night
	Time of Day		
Tuesday	19	16	14
Wednesday	20	16	13

When was John's breathing rate highest?

____ Tuesday in the morning
____ Tuesday at noon
____ Tuesday at night
____ Wednesday in the morning
____ Wednesday at night

Combination (Finley and Berdie, 1970, p. 24):

The combination form is a multiple-choice exercise followed either by completion or writing.

Directions: Mark your answer to the first question. If you marked "yes" answer the second question briefly.

Have you ever been in the city where your state capitol is located?

____ Yes
____ No

(If yes) What one thing that you saw in that city do you remember most?

____
____
____

Ages Considered for Exercises

Exercises were designed for four ages: 9, 13, 17 and Adult. However, many of the exercises reviewed were appropriate for more than one age group.

These exercises generally overlapped between two adjacent age groups, but there were exercises where the overlap was over three and even four age groups. In some instances, some exercises overlapped between two non-adjacent age groups, e.g. 13 year olds and adults.

Administration of the Exercises

Another aspect of the exercises taken into account was the manner of administration. Exercises were given either to individuals or to groups. For the individually administered exercises, examiners interviewed students, working with a small microphone placed inconspicuously between the examiner and the child. The interviewers informed individuals that what they had to say was important evidence. The tape provided information so that the administrator did not have to write all the conversation.

Group administered exercises were assembled in packages to be taken by individuals. In most cases, the administration procedures as well as the exercises in the actual assessment packages were on tape.

Procedure for Processing the Exercises

The investigator and three panel members processed the exercises to estimate whether they measured the objectives intended and to record descriptor information on each exercise dealing with age group, format, manner administered and the like.

The investigator's initial step was to develop a format sheet for recording pertinent data. This sheet, which is found below, allowed for the

Figure 1

FORMAT FOR RECORDING EXERCISE DATA

Subject area:

Item:

Item format:

Individual or group administered:

Age:

Objective:

Cognitive/affective levels:

Content validity:

Context validity:

Model for teacher:

Age appropriateness:

Other:

---

recording of subject area, the specified exercise, the exercise's format, how administered, the age of persons dealing with the exercise, the objective to which this exercise was geared, and judgment regarding content validity. The data sheet also enabled the recording of the cognitive and affective levels, the context validity of the exercise, the exercise's model qualities for teacher use, and finally the exercise's appropriateness for the intended ages. As can be discerned, part of the information on the sheet simply described a particular exercise, while the remainder of the sheet dealt with the dimensions of the exercise judged by the investigator and three panel members. Each member used this format in reacting independently to exercises.

The sequential instructions followed for processing both the social studies and citizenship exercises were identical:

1. Read each exercise and record descriptor information,
2. Make judgments as to whether the exercise had content validity, context validity, exemplary qualities for teacher use, and age appropriateness,
3. Read appended responses to each exercise if present,
4. As a safeguard against misjudgment reconsider the content validity question with regard to how individuals actually responded.

These steps were adhered to by the major investigator and also by three judges* invited to participate in determining the exercises' content validity. After responding independently to all exercises, the judges met as a group with the major investigator to discuss their valuations regarding the content validity and the exercise's exemplarity qualities. Other information relating to context validity, cognitive/affective levels, and age appropriateness also were considered.

The investigators and the three judges discussed at length any exercise where there was some disagreement as to content validity. Reasons for the differing interpretations were contemplated. After such discourse, the content validity was reconsidered for the exercise in question. The investigator put aside for reconsideration and more detailed analysis those exercises where consensus could not be achieved. Later, the major investigator made a second judgment regarding these exercises' content validity. Where there was some disagreement regarding some other aspect of the exercise such as the affective level, the major investigator did not deem a careful reconsideration necessary; in such instances he used his own interpretation. This tack was taken because these other concerns were not the major concerns of Task II.

---

*Ms. Thresa E. Gieger, Instructional Specialist, Portland Public Schools, Portland, Oregon; Mr. Arthur E. Ware, Social Studies Coordinator, Bellevue Public Schools, Bellevue, Washington, Mr. Jack S. Thompson, Social Studies Coordinator/Specialist, Renton School District, Renton, Washington.

After the sharing of perceptions by the major investigator and the other judges, information was then organized in tables to indicate the basic information. Tables then were organized according to the major objective concerned. For instance, there would be a table for recording all pertinent data relating to objective IA, while all data relating to exercises concerned with Objective IIB would be recorded on another table.

Exercises were divided by NAEP into both social studies, released, and unreleased and citizenship, released and unreleased. To prevent any mix-up, the exercises were processed in these divisions; for example, all judges processed social studies exercises released as a group, then judges considered all social studies objectives unreleased. The procedure was repeated for the citizenship objectives. Judges gave careful attention to indicating on the data sheets the area and status of each exercise.

Some of the released exercises in both social studies and citizenship are present in appendices. However, unreleased items cannot be identified at this time as these exercises will be administered at some time in the future.

The Judges

The three persons who served as co-judges on the content validity of the exercises were well qualified to make such judgments. All three individuals hold positions of leadership in the social studies curriculum area. Two individuals are currently district social studies coordinators and have had a great deal of experience in curriculum development and program assessment. One judge this past year has been on leave from her staff position to engage in doctoral study.

Resumes of each of these individuals are found in the appendix of this report. Suffice to say that these people are knowledgeable of the area of social studies, of curriculum in general, and have expertise in working with questions.

Perhaps at this juncture some information is necessary on the major investigator for Task II. Detail is provided in a resume in the appendix. However, this investigator has worked in the areas of social studies and general curriculum for the last seven years. For the last ten years, he has been concerned with the area of questions, the effects of questions on children's thinking and achievement in social studies. He has conducted research on questions and has written numerous articles dealing with questions. He has authored a book dealing with questions and has consulted with school districts across the nation conducting workshops on questions. He also has developed questions for Educational Testing Service.

One might find this reporting of credentials somewhat unusual in a report, but since content validity is couched essentially in the judgment of an individual, one does need some data on that individual to determine if he has the necessary expertise and depth of understanding to make such judgments as to the representativeness or sampling adequacy of the exercises in social studies and citizenship.

The Results

Results are reported in four divisions: results for released social studies exercises, for unreleased social studies exercises, for released citizenship exercises, and for unreleased citizenship exercises. The reader should be mindful that the central thrust of the Task II investigation was to determine the content validity and the exemplary qualities of these exercises, but other dimensions of the exercises were considered and are included in the following tables.

The data are reported for each objective. General summaries of all the social studies and citizenship exercises, released and unreleased, are present in the discussion section.

Social Studies Exercises, Released

Objective I. Have Curiosity About Human Affairs:

The first sub-division of objective one, I,A is specifically concerned with whether individuals raise questions and seek answers. Table 1 for social studies released reports the data relating to this objective. As can be observed there were six exercises designed to test this objective.

Table 1 (Exercise Area SSR)

Objective:

1A

Total # items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group.	9	13	17	Ad	K	C	A	An	S	E
6		1		5	6		3	3	2	2	2	3				

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
3	2				5	1	6	6	6

*

Panel members judged five exercises to have content validity and one as not valid. However, members considered all exercises to be good examples for teacher use and to have context validity and appropriateness for the ages indicated. One may wonder how an exercise considered not valid can have context validity or be exemplary. In many cases, exercises were judged to lack content validity with regard to the objective indicated, but were still considered good exercises for another objective. Therefore, a teacher could utilize the exercise or a similar one if she selected that objective. Also, the context validity referred to the type of situation in which the exercise was administered as well as the type of situation implied by the exercise to which the individual had to relate. Oftentimes, items were not valid regarding the objective but were valid regarding the situation implied or specified, given another objective.

---

*The cognitive levels used were drawn from Benjamin Bloom, ed., Taxonomy of Educational Objectives, Handbook I: Cognitive Domain, New York: David McKay Co., 1956, while the affective levels were drawn from David Krathwohl, ed., Taxonomy of Educational Objectives, Handbook II: Affective Domain, New York: David McKay Co., 1964.

The cognitive and affective levels were attended to when panel members and the investigator could make a judgment. Oftentimes, items had no clearly discernable affective component.

Upon analysis of the table, one can note that the numbers for age level and cognitive level do not always equal, and sometimes exceed the total number of items. This is due to the fact that many exercises were appropriate for more than one age and that oftentimes, no judgment was deemed possible regarding the cognitive and affective levels.

The second sub-division of objective one, I, B, relates to whether individuals are open to new information and ideas. Table 2 (Social Studies Released) presents these data.

Table 2 (Exercise Area SSR)

Objective:
I B

Total # Items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group	9	13	17	Ad.	K	C	A	An	S	E
1				1	1			1	1	1						1

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
			1			1			1

Only one exercise measured this objective and this item was judged not valid.

I,C the third sub-division of objective I relates to whether individuals "try to understand why other people think and act as they do." Table 3 (SSR) reports these data.

Table 3 (Exercise Area SSR)

Objective:

I C

Total # items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group.	9	13	17	Ad	K	C	A	An	S	E
2		1		1	2		1	1	1			2				

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
	1		1		2		2	2	2

As can be discerned, two items, both valid, existed for this sub-objective. The investigator and panel also deemed these exercises to be exemplary and to have context validity and to be appropriate for the age levels indicated.

Objective II. Use Analytic-Scientific Procedures Effectively:

This objective had six sub-divisions, the first dealing with whether individuals "identify and define problems and issues" (II A). Data relating to this sub-objective are indicated in Table 4 (SSR).

Table 4 (Exercise Area SSR)

Objective:

II A

Total # Items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group	9	13	17	Ad.	K	C	A	An	S	E
4		1	3		2	2	1	2	2	2		1		2		

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
1					3	1	2	2	3

Review of the table reveals four exercises designed to measure this objective with three being judged valid. However, the investigator and panel judged only two to be of exemplary quality.

"Formulate generalizations and hypotheses capable of being tested" is the second sub-division, II B. There were no exercises released to measure this objective. The next sub-objective measured was II C, relating to whether individuals "obtain information from a variety of sources." Table 5 presents these data.

Table 5 (Exercise Area SSR)

Objective:

II C

Total # items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group.	9	13	17	Ad	K	C	A	An	S	E
13	4	4	5		6	7	3	9	7	6	5	2	3		1	1

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
	1				12	1	11	11	12

There were thirteen items measuring this objective, twelve of which the judges determined to possess content validity. However, only eleven items qualified as exemplary. It is interesting to note that in these exercises, almost all levels of the cognitive domain were represented.

Table 6 (SSR) deals with information relating to the fourth sub-division of objective II. Specifically this objective, II D, relates to measuring whether individuals "distinguish facts from opinions, relevant from irrelevant

Table 6 (Exercise Area SSR)

Objective:

II D

Total # Items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group	9	13	17	Ad.	K	C	A	An	S	E
5			5			5	5	3	2	2	1	2				2

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
1					3	2	4	4	5

information, and reliable from unreliable sources." Five exercises were designed for this objective; however only three were judged valid and four exemplary.

The next sub-objective of objective II deals with whether individuals "detect logical errors, unstated assumptions, and unwarranted assertions; question unsupported generalizations; are aware of the complex nature of social causation and understand that sequence or relationship does not necessarily imply causation. Table 7 reports these data for objective II E.

Table 7 (Exercise Area SSR)

Objective:

II E

Total # items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group.	9	13	17	Ad	K	C	A	An	S	E
5		2	3		3	2	1	2	1	1		2		2		

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
			1		4	1	5	4	5

NAEP administered five exercises for this objective and the investigator and panel determined four to have content validity. However, all exercises were judged exemplary.

No exercises measured the last sub-objective of this division, Objective II F, "Use data and evaluative criteria to make decisions."

Objective III. Are Sensitive to Creative-Intuitive Methods of Explaining the Human Condition:

The first division (III A) of this objective aims at measuring whether individuals "read history, philosophy, and fiction." Table 8 presents these data.

Table 8 (Exercise Area SSR)

Objective: III A																	
Total # Items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group	9	13	17	Ad.	K	C	A	An	S	E
1		1				1		1	1	1	1					

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
					1		1	1	

Only one exercise existed for this sub-objective, and the investigator and panel assistants judged it valid and exemplary. However, the judges considered the item inappropriate for all the ages intended; specifically those behaviors specified for ages 17 and adult were not measured by the exercise.

Table 9 (SSR) has the data relating to objective IIIB, "obtain insight into human affairs from history and philosophy, and from fiction and other forms of art." There were four exercises for this objective and all qualified as valid and exemplary. Note that these exercises involved some of the affective domain levels.

Table 9 (Exercise Area SSR)

Objective:

IIIB

Total # items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group.	9	13	17	Ad	K	C	A	An	S	E
4		4			1	3	1	4	4	3				4		

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
	1		2	1	4		4	4	4

Sub-objective IIIC, "recognize the role of creative-intuitive methods in scientific inquiry was without exercises. The next exercises were concerned with sub-objective IIID, whether individuals "distinguish personalized explanations of human affairs from scientific objective explanations." Data relating to this objective are recorded in Table 10 (SSR).

Analysis of the table reveals a total of three items, all possessing content validity and being valuable as models for teacher use.

Table 10 (Exercise Area SSR)

Objective:

III D

Total # Items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group	9	13	17	Ad.	K	C	A	An	S	E
3	1		2			3	2	3	3	1		2		1		

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
		1			3		3	3	3

Objective IV. Have Knowledge Relevant to the Major Ideas and Concerns of Social Scientists

The first sub-objective of this division relates to measuring whether individuals "understand some of the distinctive modes of inquiry (questions and approaches) of social scientists." Table 11 (SSR) reports these data.

Table 11 (Exercise Area SSR)

Objective:

IV A

Total # items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group.	9	13	17	Ad	K	C	A	An	S	E
1			1			1		1	1	1	1					

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
					1		1	1	1

As can be discerned, only one exercise existed to measure this particular objective. The investigator and panel judges deemed it valid and exemplary, as well as appropriate for the ages indicated.

Objective IV B measured whether individuals "understand some of the major relationships involving culture, the group, and the self." Table 12 (SSR) has these data. Observation reveals that three exercises were prepared for this objective and that the investigator and panel members indicated two as valid.

Table 12 (Exercise Area SSR)

Objective:

IV B

Total # Items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group	9	13	17	Ad.	K	C	A	An	S	E
3		1	2			3	1	1	1	1	1	1	1			

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
					2	1	2	1	1

Table 13 (SSR) reports the data relating to the next sub-division of this objective, IV C, "understand some of the major characteristics of economic systems, especially the American economic system." Eight exercises existed for this objective, six of which were valid and exemplary.

Table 13 (Exercise Area SSR)

Objective:																
IV C																
Total # items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group.	9	13	17	Ad	K	C	A	An	S	E
8			8			8	3	3	5	5	2	4	2			

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
1					6	2	6	7	7

Table 14 reports the data relating to the next sub-objective under objective IV, "Understand some of the major characteristics of the geographic (spatial) distribution of man and his activities, and of man's interaction with the physical environment." Nine exercises were constructed; seven of which were valid. One can note from the table that exercises

Table 14 (Exercise Area SSR)

Objective:																
IV D																
Total # Items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group	9	13	17	Ad.	K	C	A	An	S	E
9		3	6		2	7	7	4	4	4	5	1	1	2		

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
2			1	1	7	2	7	7	7

existed at four levels of the cognitive domain as well as three levels of the affective domain.

Objective IV E related to measuring if individuals "understand some of the major historical developments." Table 15 (SSR) reports these data. There were numerous exercises (15) relating to this sub-objective. Of the total, twelve were valid and exemplary. However, the investigator considered only ten of the items appropriate for the ages intended. The major concern was that the five items in question were perhaps too difficult for the nine-year-olds.

Table 15 (Exercise Area SSR)

Objective:
IV E

Total # items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group.	9	13	17	Ad	K	C	A	An	S	E
15		2	13		2	12	7	10	11	11	8	6		1		

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
1	1		1		12	3	12	12	10

The last sub-objective (IV F) measures whether individuals "understand some of the characteristics of the major systems of government, particularly the political system of the United States. Data relating to this objective exist in Table 16 (SSR). Eleven items were developed, and nine ranked as valid. It is interesting to note that the investigator and panel classified

Table 16 (Exercise Area SSR)

Objective:
IV F

Total # Items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group	9	13	17	Ad.	K	C	A	An	S	E
11		1	10		1	10	3	6	9	9	5	5	1			

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
					9	2	9	7	9

only seven exercises as having context validity; that is, appropriate situations in which individuals could consider the exercises or situations implied or stated.

Objective V. Have a Reasoned Commitment to the Values that Sustain a Free Society

This objective had six sub-divisions, the first of which was "believe in the fundamental worth of the individual and can justify their belief." Table 17 (SSR) contains data relating to this objective. Six exercises

Table 17 (Exercise Area SSR)

Objective:
V A

Total # items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group.	9	13	17	Ad	K	C	A	An	S	E
6		3		3	3	3	3	4	5	4	3				3	

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
		3		2	6		6	6	6

existed for this objective and all were valid. These exercises also were ranked as being exemplary and possessing context validity and age appropriateness.

"Believe in the freedoms of the First Amendment and can justify their belief" was the second sub-objective under V. Table 18 (SSR) reports relevant information. Eight exercises, all deemed valid, existed. However, the investigator and panel members considered only seven exemplary.

Table 18 (Exercise Area SSR)

Objective:
VB

Total # items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group.	9	13	17	Ad	K	C	A	An	S	E
8		1	2	5	3	5	1	4	8	7				1	1	4

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
				7	8		7	7	7

Objective V C measured whether individuals "believe in the rule of law and can justify their belief." As can be observed from Table 19 (SSR), only one exercise was developed and it was considered valid.

Table 19 (Exercise Area SSR)

Objective:

V C

Total # Items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group	9	13	17	Ad.	K	C	A	An	S	E
1				1		1		1	1							

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
		1			1		1	1	1

No exercises were present for the fourth sub-division of Objective V, "Believe in open opportunity for advancement and can justify their belief." However, there were three exercises for Objective V E, "are willing to act for the general interest." Data relating to this sub-objective are recorded in Table 20 (SSR). Scanning the table reveals five valid exercises

Table 20 (Exercise Area SSR)

Objective:

V E

Total # items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group.	9	13	17	Ad	K	C	A	An	S	E
5		2		3	4	1	1	2	2	2					3	

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
		2	3		5		5	5	5

for this objective. It should be noted that the investigator and panel members placed three of the exercises at the synthesis cognitive level and at the upper categories of the affective domain.

The last sub-objective is "are willing to participate in decision making relevant to their lives." Table 21 (SSR) reports information relevant to these exercises.

Table 21 (Exercise Area SSR)

Objective:

V F

Total # Items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group	9	13	17	Ad.	K	C	A	An	S	E
2				2		2	1	1	1	1						

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
		1			2		2	2	2

Consideration of this table indicates two items for the objective and each judged as possessing content validity and being exemplary for teachers.

Social Studies Exercises, Unreleased

Since the unreleased social studies exercises are related to the same objectives as the released, there is no need to repeat in detail the objectives. Rather the objectives will be referred to by their outline organization, e.g. I, A; I, B; II, A; II B, ... V, F.

Objective I. Have Curiosity about Human Affairs

Objective I A data are recorded in Table 22 (SSU). Note that tables are identified by SSU coding to distinguish them from the tables presenting social studies released data. Survey of Table 22 reveals four items present for this objective and that judges categorized all as valid.

Table 22 (Exercise Area SSU)

Objective:

I A

Total # items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group.	9	13	17	Ad	K	C	A	An	S	E
4		3		1	4		3	2		1	1	3				

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
3	1				4		4	4	4

The second sub-objective I B, had only one exercise. Results are presented in Table 23 (SSU). The investigator deemed the exercise

Table 23 (Exercise Area SSU)

Objective:

I B

Total # Items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group	9	13	17	Ad.	K	C	A	An	S	E
1				1	1			1	1	1		1				

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
1					1		1	1	1

valid, exemplary, and appropriate for the ages indicated.

Sub-objective I C was not represented by any exercises.

Objective II. Use Analytic-Scientific Procedures Effectively.

Only one exercise measured the first sub-objective, II A. Judges classified it as valid. Details are recorded in Table 24 (SSU).

Table 24 (Exercise Area SSU)

Objective:

II A

Total # items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group.	9	13	17	Ad	K	C	A	An	S	E
1		1				1			1	1				1		

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
					1		1	1	1

The next sub-objective represented by the exercises is II C. Table 25 (SSU) reports that thirteen exercises were developed for this objective.

Table 25 (Exercise Area SSU)

Objective:

II C

Total # Items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group	9	13	17	Ad.	K	C	A	An	S	E
13	4		9		3	10	6	6	5	4	6	6	1			

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
					13		13	13	12

The review panel and the major investigator judged all items valid and exemplary.

Table 26 (SSU) contains data relating to sub-objective II D.

Table 26 (Exercise Area SSU)

Objective:

II D

Total # items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group.	9	13	17	Ad	K	C	A	An	S	E
4			4			4	2	2	2	2		3		1		

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
					3	1	3	3	3

Four exercises related to this objective and judges ranked three as valid.

Objective II E data are reported in Table 27 (SSU). Checking the table reveals six exercises present for this sub-objective and all determined

Table 27 (Exercise Area SSU)

Objective:

II E

Total # Items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group	9	13	17	Ad.	K	C	A	An	S	E
6			6			6	6	3	3	3				6		

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
					6		6	6	6

valid by the judges. Of some interest is the fact that the panel ranked all exercises at the cognitive level of analysis. This represents something of a shift from previous exercises where the cognitive emphasis was primarily at the lower levels of the taxonomy.

Objective III. Are sensitive to Creative-Intuitive Methods of Explaining the Human Condition

The first objective in this category having exercises was sub-objective III B. As reported in Table 28 (SSU) two exercises, both valid, related to this objective. The investigator and judges also considered the exercises to be good examples for teacher use.

Table 28 (Exercise Area SSU)

Objective:
III B

Total # items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group.	9	13	17	Ad	K	C	A	An	S	E
2		1	1		1	1	1	2	2	2				2		

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
					2		2	2	2

No exercises existed for objective III C. However, III D did have three exercises, all of which the judges ranked as valid and exemplary. This information is presented in Table 29 (SSU).

Table 29 (Exercise Area SSU)

Objective:

III D

Total # Items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group	9	13	17	Ad.	K	C	A	An	S	E
3			3			3	2	2	2	2		3				

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
					3		3	3	3

Objective IV. Have knowledge Relevant to the Major Ideas and Concerns of Social Scientists

The first sub-objective for which exercises exist is IV B. Only one exercise was present, and the investigator and panel classified it as valid and an effective example for teachers. Table 30 reports these data.

Table 30 (Exercise Area SSU)

Objective:

IV B

Total # items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group.	9	13	17	Ad	K	C	A	An	S	E
1		1			1				1	1		1				

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
					1		1	1	1

Table 31 (SSU) indicates six exercises prepared to measure the next sub-objective—IV C. However, the writer and judges listed three of these exercises as not valid and poor examples for teachers. Also, the three exercises judged as failing to have content validity also were not appropriate for the age levels indicated. Reasons for being deemed inappropriate were either too easy, too difficult, or not relevant to the age level targeted.

Table 31 (Exercise Area SSU)

Objective:
IV C

Total # Items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group	9	13	17	Ad.	K	C	A	An	S	E
6			6			6	1	4	5	5	2	3	1			

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
					3	3	3	3	3

Sub-objective IV D was the next objective for which exercises were present. As indicated in Table 32 (SSU) nine exercises existed to assess this objective. However, only six exercises qualified as having content validity or being examples productive for teacher use. It also should be noted that there was a heavy loading of exercises at the knowledge level.

Table 32 (Exercise Area SSU)

Objective:
IV D

Total # items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group.	9	13	17	Ad	K	C	A	An	S	E
9		1	8		1	8	7	3	2	1	8					

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
					6	3	6	6	6

The next sub-objective under objective IV also had numerous exercises prepared, with a significant number of them judged as not valid. Table 33 (SSU) reports these data. Note that almost fifty per cent of the items prepared were considered not valid. Also note that there existed a heavy loading of exercises at the lower cognitive levels, knowledge and

Table 33 (Exercise Area SSU)

Objective:
IV E

Total # Items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group	9	13	17	Ad.	K	C	A	An	S	E
12		1	11		1	11	5	8	8	9	5	6		1		

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
					7	5	6	6	6

comprehension. Only fifty per cent of the exercises were of exemplary quality, contained context validity, and were appropriate for the targeted ages.

Data for the last sub-objective under major objective IV is recorded in Table 34 (SSU). Analysis of the table reveals eight exercises relating to this objective with seven being judged as valid.

Table 34 (Exercise Area SSU)

Objective:
IV F

Total # items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group.	9	13	17	Ad	K	C	A	An	S	E
8			8			8	1	6	6	5	6	2				

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
					7	1	7	6	7

Objective IV. Have a Reasoned Commitment to the Values that Sustain a Free Society

Three exercises were designed to measure the first sub-objective of this major objective. Table 35 (SSU) reports these data. Review of the table reveals that the panel presumed all exercises to have content validity.

Table 35 (Exercise Area SSU)

Objective: V A																
Total # Items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group	9	13	17	Ad.	K	C	A	An	S	E
3			1	2		1	2	2	2	2		2				

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
		2		1	3		3	3	3

Three exercises were also evident for the next sub-objective, V B. Table 36 (SSU) lists the pertinent information. From observation, one can discern these exercises as valid and exemplary. Of some interest is that the review panel considered the exercises to possess affective qualities relating to valuing and characterization.

Table 36 (Exercise Area SSU)

Objective: V B																
Total # items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group.	9	13	17	Ad	K	C	A	An	S	E
3				3	2	1			3	3		1				

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
		1		2	3		3	3	3

Table 37 (SSU) reports information relating to the third sub-objective, V C. Two exercises, both valid, were present for measuring this objective.

Table 37 (Exercise Area SSU)

Objective: V C																	
Total # Items	Item Format				Administered		Age Levels				Cog. Level						
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group	9	13	17	Ad.	K	C	A	An	S	E	
2				2	2			1	2	2							

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
				2	2		2	2	2

The next sub-objective for which unreleased social studies exercises were created is V E. Table 38 (SSU) reports two exercises developed and determined valid and worthy of emulation.

Table 38 (Exercise Area SSU)

Objective: V E																	
Total # items	Item Format				Administered		Age Levels				Cog. Level						
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group.	9	13	17	Ad	K	C	A	An	S	E	
2		2			2		2								2		

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
				2	2		2	2	2

Only one exercise existed to measure the last sub-objective of Objective V, V F. The panel considered the exercise valid and was pleased to see that it represented the synthesis level of the taxonomy. Table 39 (SSU) reports the related information. One might also note that the upper level of the affective domain was represented by this exercise.

Table 39 (Exercise Area SSU)

Objective:

V F

Total # Items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group	9	13	17	Ad.	K	C	A	An	S	E
1				1	1			1	1	1					1	

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
				1	1		1	1	1

Summary of Social Studies Exercises, Released and Unreleased

The last thirty-nine tables have reported data relating to all social studies exercises, both released and unreleased. Table 40 summarizes these tables reporting on the total number of items for each major objective as well as the number of exercises for each sub-objective. The reader also can obtain data relating to the total number of exercises judged to have content validity or not to have content validity as well as the number considered exemplary.

TABLE
SOCIAL STUDIES
RELEASED AND UN

Objective	# of items	Item Format				Admin.		Age Levels				Cog. Lev.					
		Comp.	Wri.	Ml. Ch.	Comb.	Ind.	Group	9	13	17	Ad	K	C	A	AN	S	E
IA	10		4		6	10		6	5	2	3	3	6				
IB	2				2	2			2	2	2		1				1
IC	2		1		1	2		1	1	1			2				
IIA	5		2	3		2	3	1	2	3	3		1		3		
IIB	0																
IIC	26	8	4	14		9	17	9	15	12	10	11	8	4		1	1
IID	9			9			9	7	5	4	4	1	5		1		2
IIE	11		8	3		3	8	7	5	4	4		2		8		
IIF	0																
IIIA	1		1				1		1	1	1	1					
IIIB	6		5	1		2	4	2	6	6	5				6		
IIIC	0																
IIID	6	1		5			6	4	5	5	3		5		1		
IVA	1			1			1		1	1	1		1				
IVB	4		2	2		1	3	1	1	2	2	1	2	1			
IVC	14		8	6			14	4	7	10	10	4	7	3			
IVD	18		4	14		3	15	14	7	6	5	13	1	1	2		
IVE	27		3	24		4	23	12	18	19	20	13	14		2		
IVF	19		1	18		1	18	4	12	15	14	11	7	1			
VA	9		3	1	5	5	4	5	6	7	6	3	2			3	
VB	11		1	2	8	5	6	1	4	11	10		1		1	1	4
VC	3				3	2	1		2	3	2						
VD	0																
VE	7		4		5	6	1	3	2	2	2				3	2	
VF	3				3	1	2	1	2	2	2					1	
Grand Totals	194																

SUMMARY TABLE
RELEASED EXERCISES

Affec. Level					# Valid	# not Valid	# Exem.	# Con. Val.	Age App.	Totals
Re	Rs	Va	Or	Ch						
3	3				9	1	10	10	10	Exercises for I: 14 7%
1			1		1	1	1	1	1	
	1	1			2		2	2	2	
1					4	1	3	3	4	Exercises for II: 51 26%
					X	X				
	1				25	1	24	24	24	
1					6	3	7	7	8	
			1		10	1	11	10	11	
					X	X				
					1		1	1		Exercises for III: 13 7%
	1		2	1	6		6	6	6	
					X	X				
		1			6		6	6	6	
					1		1	1	1	Exercises for IV: 83 43%
					3	1	3	2	2	
1					9	5	9	10	10	
2			1	1	13	5	13	13	13	
1	1		1		19	8	18	18	18	
					16	3	16	16	16	
		5		3	9		9	9	9	Exercises for V: 33 17%
		1		9	11		10	10	10	
		1		2	3		3	3	3	
					X	X				
		2	3	2	7		7	7	7	
				2	3		3	3	3	
					164	30	163			194

Elaboration of these data will occur in the discussion section of this report. But first one needs to obtain information relating to exercises prepared for citizenship, both released and unreleased.

Citizenship Exercises, Released

Objective I. Show Concern for the Welfare and Dignity of Others

The first sub-objective deals with having individuals treat all individuals with respect, I, A. Table 41 (CR) indicates five exercises developed for this sub-objective and that the review panel judged three exercises as possessing content validity. Two were considered not valid or exemplary.

Table 41 (Exercise Area CR)

Objective:
IA

Total # items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group.	9	13	17	Ad	K	C	A	An	S	E
5			1	4	5		1	5	3	2	2				1	

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
			3		3	2	3	3	3

However, in some instances, exercises determined not valid for one objective were valid and exemplary for another objective.

No exercises existed for sub-objective I B "Consider the consequences for others of their own actions" and for sub-objective I C "Guard safety and health of others." Sub-objective I D was considered, and Table 42 (CR) reports the data relating to it. Specifically, this sub-objective relates to whether individuals "help other individuals voluntarily."

Table 42 (Exercise Area CR)

Objective:

ID

Total # Items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group	9	13	17	Ad.	K	C	A	An	S	E
4	3			1	4		1	3	2	3	3					

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
			1		1	3	1	1	1

Analysis of the table reveals that of four exercises developed, three were not valid. Also notice that the questions cluster at the lowest cognitive level, knowledge.

Sub-objective I E "Are loyal to country, to friends, and to other groups whose values they share" is not represented by any exercises. Objective I F "Understand and oppose unequal opportunity in the areas of education, housing, employment, and recreation" is the next sub-objective for which exercises were written. Table 43 (CR) lists related data. Only one exercise was present for this objective and the panel members determined it valid and exemplary. Both cognitive domains existed in this exercise. Sub-objective I G "Seek to improve the welfare of groups of people less fortunate than they" had no exercises.

Table 43 (Exercise Area CR)

Objective:

I F

Total # items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group.	9	13	17	Ad	K	C	A	An	S	E
1				1	1					1						

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
		1			1		1	1	1

Objective II. Support Rights and Freedoms of All Individuals

The first sub-objective of objective II was "Understand the value of constitutional rights and freedoms, II A. Table 44 (CR) reveals the related data.

Table 44 (Exercise Area CR)

Objective:

II A

Total # items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group.	9	13	17	Ad	K	C	A	An	S	E
2				2	2		1	2							1	

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
				1	1	1	1	1	1

Review of the table indicates two exercises prepared, one being valid and one not valid. However, the valid question did represent the upper levels of both the cognitive and affective levels.

Sub-objective II B, the next sub-objective for which exercises were developed, dealt with whether individuals "recognize instances of the proper exercise or denial of constitutional rights and liberties, including due process of law." As exhibited in Table 45 (CR), NAEP obtained two exercises and panel members judged both valid.

Table 45 (Exercise Area CR)

Objective:
II B

Total # items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group.	9	13	17	Ad	K	C	A	An	S	E
2		1		1	2		1	2	1	1	1	1				

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
					2		2	2	2

Sub-objective II C was concerned with whether individuals "defend rights and liberties of all kinds of people uniformly." Observation of Table 46 (CR) indicates two exercises prepared and classified as being valid.

Table 46 (Exercise Area CR)

Objective:
II C

Total # Items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group	9	13	17	Ad.	K	C	A	An	S	E
2				2	2				1	1		2				

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
		1	1		2		2	2	2

Objective III. Help Maintain Law and Order

Only two of the six sub-objectives of Objective Three were represented by exercises. Objective III A "Understand the need for law and order" was the first considered and its data are reported in Table 47 (CR). NAEP used three exercises, and the judges deemed all to be valid and exemplary.

Table 47 (Exercise Area CR)

Objective:
III A

Total # Items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group	9	13	17	Ad.	K	C	A	An	S	E
3		2		1	3		1	1	1	2		3				

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
					3		3	3	3

Those sub-objectives of Objective III not represented by exercises were III B "Are conscious of right and wrong behavior," III C "Comply with public laws," III D "Help authorities in specific cases," and III F "Inform themselves about the law."

The next sub-objective having exercises was Objective III E, dealing with whether individuals "protest unjust rules openly." Table 48 (CR) designates only one exercise produced. Judges classified it as valid.

Table 48 (Exercise Area CR)

Objective:
III E

Total # Items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group	9	13	17	Ad.	K	C	A	An	S	E
1				1	1					1		1				

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
			1		1		1	1	1

Objective IV. Know the Main Structure and Functions of Our Government

"Recognize the purposes of government," IV A is the first sub-objective. Analysis of Table 49 (CR) reveals that one exercise was present. It was ranked as valid and exemplary.

Sub-objective IV B "Recognize the main functions and relations of governmental bodies" had eight exercises. However, the majority of them,

Table 49 (Exercise Area CR)

Objective:
IV A

Total # items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group.	9	13	17	Ad	K	C	A	An	S	E
1		1			1		1	1	1			1				

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
					1		1	1	1

six, did not possess content validity, nor were they good examples for teacher use. Table 50 (CR) reports these data.

Table 50 (Exercise Area CR)

Objective:
IV B

Total # Items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group	9	13	17	Ad.	K	C	A	An	S	E
8	3	1	2	2	8		3	5	6	3	7	1				

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
					2	6	2	2	2

The third sub-objective IV C deals with whether individuals "recognize the importance of political opposition and diverse interest groups." Table 51 (CR) indicates two exercises prepared. The review panel determined one exercise valid.

Table 51 (Exercise Area CR)

Objective:
IV C

Total # items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group.	9	13	17	Ad	K	C	A	An	S	E
2		1	1		2			1	1	2		2				

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
					1	1	1	1	1

Five exercises existed for sub-objective IV D, "Recognize that democracy depends on the alertness and involvement of its citizens, and know how citizens can affect government." As Table 52 (CR) denotes, four of these exercises were valid. However, the review panel only felt three

Table 52 (Exercise Area CR)

Objective:
IV D

Total # Items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group	9	13	17	Ad.	K	C	A	An	S	E
5	2	1		2	4	1		3	4	2	4					

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
					4	1	3	3	3

to be exemplary for teacher use. Here we have an instance of an exercise having validity, but not being of great value to the teacher.

The next table, 53 (CR), reports the results for sub-objective IV E, "Recognize the structure and operation of political parties." Two exercises, both valid, were prepared; however, only one was exemplary.

Table 53 (Exercise Area CR)

Objective:

IV E

Total # items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group.	9	13	17	Ad	K	C	A	An	S	E
2	1			1	2			2	1	2	2					

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
					2		1	1	1

No exercises were present for sub-objective IV F, "Know structure of school and student government."

Objective V. Seek Community Improvement Through Active, Democratic Participation

"Believe that each person's civic behavior is important, and convey this belief to others" and "Recognize important civic problems and favor trying to solve them," sub-objectives V A and V B respectively, were not represented by any exercises. The third sub-objective of Objective V is the first for which exercises are present. This sub-objective, V C, considers whether persons tested "actively work for community improvement." Table 54 (CR) manifests the data. NAEP had seven items, five of which achieved content validity and possessed model qualities. It is of some interest that exercises tested for the upper levels of the affective domain. This is partly due to the nature of the objective. If people do work for community improvement they must demonstrate that they value certain things and have incorporated these values into their behavior network.

Table 54 (Exercise Area CR)

Objective:

V C

Total # Items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group	9	13	17	Ad.	K	C	A	An	S	E
7			1	6	7		1	1	2	5					1	

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
			2	5	5	2	5	5	5

The fourth sub-objective, V D is designed to assess whether persons "participate in local, state and national governmental processes." Only one item was administered for this sub-objective, and it ranked as valid and exemplary. Table 55 (CR) reports the pertinent data.

Table 55 (Exercise Area CR)

Objective:																	
V D																	
Total # items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group.	9	13	17	Ad	K	C	A	An	S	E
1				1	1				1	1						

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
				1	1		1	1	1

"Apply democratic procedures on a practical level when working in a group," V E, is the next sub-objective under Objective V. Review of Table 56 (CR) reveals that three items existed for this objective, all of which had content validity and exemplary qualities.

Table 56 (Exercise Area CR)

Objective:																	
V E																	
Total # Items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group	9	13	17	Ad.	K	C	A	An	S	E
3			1	2		3		1	1				1	2		

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
				1	3		3	3	3

Sub-objective V F "Display fairness and good sportsmanship toward others" had no exercises.

Objective VI. Understand Problems of International Relations

"Are aware of the problems of international conflict and dangers to national security" is sub-objective VI A. Table 57 (CR) designates the data relating to this sub-objective. Study of the table indicates five exercises developed with four judged as valid and exemplary. Both the cognitive and affective levels are represented.

Table 57 (Exercise Area CR)

Objective: VI A

Total # items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group.	9	13	17	Ad	K	C	A	An	S	E
5		5			5		3	3	2	2	1	2			2	

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
				1	4	1	4	4	4

Sub-objective VI B "Seek world peace and freedom for all peoples" did not have any exercises.

Objective VII. Support Rationality in Communication, Thought and Action on Social Problems

The first sub-objective, VII A, deals with assessing whether individuals "try to inform themselves on socially important matters and to understand alternative viewpoints." Information relating to exercises assessing this objective is denoted in Table 58 (CR). Exercises here were predominately poor with only one item classified as valid and five being in the non-valid category.

Table 58 (Exercise Area CR)

Objective:

VII A

Total # Items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group	9	13	17	Ad.	K	C	A	An	S	E
6		3	3		6		1	3	4	5	2	2		2		

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
		1	2		1	5		1	1

Sub-objective VII B considered whether members of the targeted populations "evaluated communications critically and form their own opinions independently." Table 59 (CR) indicates one exercise produced for this objective, and classified as valid and exemplary.

Table 59 (Exercise Area CR)

Objective:

VII B

Total # items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group.	9	13	17	Ad	K	C	A	An	S	E
1				1	1		1	1				1				

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
					1		1	1	1

Exercises for Objective VII C "Weight alternatives and consequences carefully, then make decisions and carry them out without undue delay" were not present.

Data relating to Objective VII D "See relations among social problems and have good ideas for solutions" are recorded in Table 60 (CR). The table connotes two exercises made with only one possessing content validity and exemplary qualities.

Table 60 (Exercise Area CR)

Objective:

VII D

Total # items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group.	9	13	17	Ad	K	C	A	An	S	E
2			2		2				1	1	1		1			

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
					1	1	1	1	1

Again, no exercises existed for Objective VII E, "Support free communication and communicate honestly with others."

The last sub-objective of this division, VII F, relates to whether individuals in the sample "understand the role of education in developing good citizens." Table 61 (CR) reports that only one exercise was developed and that this was not considered valid.

Table 61 (Exercise Area CR)

Objective:

VII F

Total # Items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group	9	13	17	Ad.	K	C	A	An	S	E
1		1			1		1	1	1	1		1				

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
						1			

Objective VIII. Take Responsibility for Own Personal Development and Obligations

Exercises existed for only one sub-objective under Objective VIII. These exercises related to whether persons "further their own self-improvement and education," VIII A. Table 62 (CR) discloses four exercises administered and of this total, two achieved content validity and exemplary qualities. Both the cognitive and affective domains were represented, but the cognitive level centered on the lowest level, knowledge.

It is of some interest to note that the majority of the sub-objectives had no exercises: sub-objective VIII B "Plan ahead for major life changes," VIII C "Are conscientious, dependable, self-disciplined, and value excellence and initiative," and VIII D "Economically support self and dependents."

Table 62 (Exercise Area CR)

Objective:
VIII A

Total # items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group.	9	13	17	Ad	K	C	A	An	S	E
4			1	3	4		2	1	1	1	3					

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
		1	1		2	2	2	2	2

Objective IX. Help and Respect Their Own Families

This objective was designed for two population groups: a group for ages 9, 13, and 17; and a group for adults. The first sub-objective for the first age grouping was "Respect the reasonable authority of the parents, or guardians, and help with home duties and problems," IX A. The corresponding sub-objective IX A for the adult group was that individuals "provide for the basic needs and health of their children." Both objectives are considered in Table 63 (CR). The table designates that three items were

Table 63 (Exercise Area CR)

Objective:
IX A

Total # Items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group	9	13	17	Ad.	K	C	A	An	S	E
3	3				3		1	1		1	1					

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
			2		2	1	2	2	2

prepared. The two items for the first age group were valid while the exercise for the adult population was not. Neither was the exercise for the adult population considered exemplary.

Sub-objective B for Objective IX also was designed for two age groupings. For the age grouping 9, 13, and 17, the objective was "help younger brothers and sisters to develop into good citizens," while the corresponding objective for adults was "encourage cooperative, ethical relations to authority and to other individuals." Table 64 (CR) reports these data. Only the exercise for age 9 was valid. The panel members determined both the item for age 13 and for adults as not meeting the thrust of the sub-objective.

Table 64 (Exercise Area CR)

Objective:
IX B

Total # items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group.	9	13	17	Ad	K	C	A	An	S	E
3				3	3		1	1		1	1					

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
			1		1	2	1	1	1

Citizenship Exercises, Unreleased

The unreleased citizenship exercises relate to the same objectives, so these objectives will be referred to by the outline identifications rather than writing them out in detail.

Objective I. Show Concern for the Welfare and Dignity of Others

Table 65 (CU) lists that of four items prepared for sub-objective I A, three were valid and exemplary.

Table 65 (Exercise Area CU)

Objective:
I A

Total # items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group.	9	13	17	Ad	K	C	A	An	S	E
4		1	3		2	2		4	3	3		2				

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
			2		3	1	3	3	3

Table 66 (CU) exhibits the data relating to sub-objective I C. As in the

Table 66 (Exercise Area CU)

Objective:
I C

Total # Items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group	9	13	17	Ad.	K	C	A	An	S	E
4	1			3	3			1		2	2					

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
	1			1	3	1	2	2	2

previous case, four exercises existed with three being judged valid. However, the investigator and panel members considered only two as good examples for teacher use and appropriate for the intended ages.

The next objective, I D, had three exercises. Only one was judged valid and exemplary. Table 67 (CU) reports these data.

Table 67 (Exercise Area CU)

Objective:
I D

Total # items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group.	9	13	17	Ad	K	C	A	An	S	E
3	2			1	3		1	3		1		2				

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
		1			1	2	1	1	1

The final sub-objective in the Objective I category had one example. As revealed in Table 68 (CU), it did not rank as having content validity.

Table 68 (Exercise Area CU)

Objective:
I G

Total # Items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group	9	13	17	Ad.	K	C	A	An	S	E
1	1				1				1	1	1					

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
						1			

Objective II. Support Rights and Freedoms of All Individuals

Table 69 (CU) reports the data relating to the exercises for the first sub-objective II A. The table connotes only one exercise generated, but it was deemed valid by panel members.

Table 69 (Exercise Area CU)

Objective: II A																
Total # items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group.	9	13	17	Ad	K	C	A	An	S	E
1				1		1			1	1	1					

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
			1		1		1	1	1

The next sub-objective II B, had more exercises, four in number, but panel members judged only two as having content validity. Table 70 (CU) presents these data.

Table 70 (Exercise Area CU)

Objective: II B																
Total # Items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group	9	13	17	Ad.	K	C	A	An	S	E
4		1	3		1	3	1	3	2	3	2	2				

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
					2	2	2	2	2

Objective III. Help Maintain Law and Order

The first sub-objective, III A, had only one item. As evidenced in Table 71 (CU), the panel members considered it to have content validity.

Table 71 (Exercise Area CU)

Objective:

III A

Total # items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group.	9	13	17	Ad	K	C	A	An	S	E
1		1			1				1	1		1				

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
					1		1	1	1

Sub-objective III B had two exercises, and as indicated in Table 72 (CU), both had content validity. Note that both the cognitive and affective domains are present.

Table 72 (Exercise Area CU)

Objective:

III B

Total # Items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group	9	13	17	Ad.	K	C	A	An	S	E
2		2			2		1		1	1		1			1	

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
			1		2		2	2	2

The last sub-objective treated under this division was III F. As denoted in table 73 (CU), only one item, deemed to have content validity, was developed. However, there was some question as to whether this represented sophistication sufficient to challenge the adult population for whom the exercise was intended.

Table 73 (Exercise Area CU)

Objective:																			
III F																			
Total # items	Item Format				Administered		Age Levels				Cog. Level								
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group.	9	13	17	Ad	K	C	A	An	S	E			
1			1		1					1		1							

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
					1		1	1	

Objective IV. Know the Main Structure and Functions of our Government

The first sub-objective considered in the unreleased section was IV B. This objective, as revealed in table 74 (CU), was one of the few having numerous exercises developed for it, fifteen in all. However, quantity is not the only factor of note, for these exercises had over fifty per cent of their number, eight in all, being considered as invalid. Also, the investigator and panel members considered only five exercises of sufficient quality as to warrant emulation by teachers in their exercise development. This is perhaps the largest concentration of poorly developed exercises.

Table 74 (Exercise Area CU)

Objective: IV B																
Total # Items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group	9	13	17	Ad.	K	C	A	An	S	E
15	4	3	8		7	8	5	7	6	7	10	4		1		

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
					7	8	5	7	6

Sub-objective IV C data are reported in Table 75 (CU). Of four exercises prepared, panel members indicated that three were valid. However, only two were considered exemplary and appropriate for the ages intended.

Table 75 (Exercise Area CU)

Objective: IV C																
Total # items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group.	9	13	17	Ad	K	C	A	An	S	E
4	1	1	2			4		2	4	4	2	2				

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
					3	1	2	2	2

The last sub-objective covered in this division was IV D. There were nine exercises prepared for this objective, but again we have a situation in which over fifty per cent of the exercises are not valid. Additionally, only three exercises qualified as exemplary, being appropriate to the situation implied, and appropriate for the ages intended. It should be noted that items considered as inappropriate could be either too easy, too difficult or not relevant to the concerns of the targeted population. Table 76 (CU) reports these data.

Table 76 (Exercise Area CU)

Objective:

IV D

Total # Items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml. Ch.	Comb.	Ind.	Group	9	13	17	Ad.	K	C	A	An	S	E
9		5	1	3	8	1	2	7	5	6	2	4			1	

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
			1		4	5	3	3	3

Objective V. Seek Community Improvement Through Active, Democratic Participation

Sub-objective V B is the first objective for which exercises were created. Table 77 (CU) discloses three exercises produced with two considered valid and exemplary.

Table 77 (Exercise Area CU)

Objective:

VB

Total # items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group.	9	13	17	Ad	K	C	A	An	S	E
3		1	2		1	2			2	3		1		1	1	

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
				1	2	1	2	2	2

Table 78 (CU) reports the data relating to sub-objective V C. Of the three exercises prepared, the panel considered all to be valid, however only two were perceived as exemplars for teachers' use.

Table 78 (Exercise Area CU)

Objective:

V C

Total # Items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group	9	13	17	Ad.	K	C	A	An	S	E
3				3	2	1			3	3	1	2				

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
				2	3		2	3	3

Objective VI. Understand Problems of International Relations

There were four exercises prepared for this objective. The exercises were not identified as to which of two sub-objectives was being considered; therefore, these exercises, as reported in Table 79 (CU), represent a collapse of sub-objective categories. Of four exercises prepared, all qualified as valid.

Table 79 (Exercise Area CU)

Objective:

VI

Total # items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group.	9	13	17	Ad	K	C	A	An	S	E
4		2	1	1	3	1	2	2	2	2	1	2	1			

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
			2		4		4	4	4

Objective VII. Support Rationality in Communication, Thought, and Action on Social Problems

Sub-objective VII A had six exercises prepared as denoted in Table 80 (CU). Observation of the table reveals that only two exercises qualified as having content validity.

SO008021

Table 80 (Exercise Area CU)

Objective:

VII A

Total # Items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group	9	13	17	Ad.	K	C	A	An	S	E
6		2	3	1	3	3	3	3	3	3	1	3				

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
					2	4	2	2	2

Only one exercise was present to measure sub-objective VII B. Table 81 (CU) notes the pertinent data. The panel members did consider the sole exercise as having content validity and being exemplary.

Table 81 (Exercise Area CU)

Objective:

VII B

Total # items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group.	9	13	17	Ad	K	C	A	An	S	E
1				1	1		1									1

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
					1		1	1	1

BEST COPY AVAILABLE

Sub-objective VII C also had only one exercise, also valid. Table 82 (CU) presents the information.

Table 82 (Exercise Area CU)

Objective:

VII C

Total # Items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group	9	13	17	Ad.	K	C	A	An	S	E
1		1			1			1		1		1				

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
					1		1	1	1

Continuing the one-item trend, Table 83 (CU) reports the data relating to sub-objective VII D. The sole item was valid.

Table 83 (Exercise Area CU)

Objective:

VII D

Total # items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group.	9	13	17	Ad	K	C	A	An	S	E
1		1			1				1			1				

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
					1		1	1	1

The final sub-objective for VII, objective VII F, also had only one exercise. Panel judges determined that it was valid. Table 84 (CU) discloses the data.

Table 84 (Exercise Area CU)

Objective: VII F																
Total # items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group.	9	13	17	Ad	K	C	A	An	S	E
1		1			1		1	1				1				

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
					1		1	1	1

Objective VIII. Take Responsibility for Own Personal Development and Obligations

Sub-objective VIII A had four items. Observation of Table 85 (CU) reveals that panel judges determined all exercises valid and exemplary.

Table 85 (Exercise Area CU)

Objective: VIII A																
Total # Items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group	9	13	17	Ad.	K	C	A	An	S	E
4				4	4		2		1	1		1				

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
		2	1	1	4		4	4	4

Sub-objective VIII C was the next objective represented by exercises. Table 86 (CU) reports that only one item was developed for this objective. Panel judges considered it valid and exemplary.

Table 86 (Exercise Area CU)

Objective:
VIII C

Total # items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group.	9	13	17	Ad	K	C	A	An	S	E
1				1				1				1				

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
					1		1	1	1

Objective IX. Help and Respect Their Own Families (Ages 9, 13, 17)
Nuture the Development of Their Children as Future Citizens (Adult)

As indicated previously, this objective had two forms geared to two age groupings. Two exercises were synthesized for sub-objective A for adults as indicated in Table 87 (CU).

Table 87 (Exercise Area CU)

Objective:
IX A

Total # Items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group	9	13	17	Ad.	K	C	A	An	S	E
2			1	1	2					2						

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
	1			1		2			

Panel members agreed that both exercises were not valid.

Two exercises also were prepared for the 9, 13, 17 age group but these exercises were geared to sub-objective IX B. Again the judges placed the exercises in the not valid category. These data are evident in Table 88 (CU).

Table 88 (Exercise Area CU)

Objective:
IX B

Total # items	Item Format				Administered		Age Levels				Cog. Level					
	Comp.	Wri.	Ml.Ch.	Comb.	Ind.	Group.	9	13	17	Ad	K	C	A	An	S	E
2				2	2		1	1			1					

Aff. Level					# Valid	# Not Valid	# Exem.	# Con. Val.	Age App.
Re	Rs	Va	Or	Ch					
				1		2			

Summary of Citizenship Exercises, Released and Unreleased

This last section dealt with exercises designed to measure whether individuals at several age levels had attained some level of understanding and commitment to various objectives within the domain of citizenship. Table 89 reports a summary of data relating to all of the citizenship objectives. Skimming the table allows one to see which objectives were stressed, which were ignored regarding exercise representation, and the content validity of these exercises. Other information stressed in the previous citizenship tables also is summarized. Detailed discussion of this table and some implications and considerations one needs to attend to are treated in some depth in the discussion section of this report.

BEST COPY AVAILABLE

TABLE
CITIZENSHIP
RELEASED AND

Objective	# of items	Item Format				Admin.		Age Levels				Cog. Lev.					
		Com.	Wri.	Ml. Ch.	Comb.	Ind.	Group	9	13	17	Ad	K	C	A	AN	S	E
IA	9		1	4	4	7	2	1	9	6	5	2	2			1	
IB	0																
IC	4	1			3	3	1		1		2	2					
ID	7	5			2	7		2	6	2	4	3	2				
IE	0																
IF	1				1	1					1						
IG	1				1	1				1	1	1					
IIA	3				3	2	1	1	2	1	1	1				1	
IIB	6		2	3	1	5	1	2	5	3	4	3	2	1			
IIC	2				2	2				1	1		2				
IIIA	4		3		1	4		1	1	2	3		4				
IIIB	2		2			2		1		1	1		1			1	
IIIC	0																
IIID	0																
IIIE	1				1	1					1	1					
IIIF	1			1		1					1		1				
IVA	1		1			1		1	1	1			1				
IVB	23	7	4	10	2	15	8	8	12	12	10	17	5		1		
IVC	6	1	2	3		2	4		3	5	6	2	4				
IVD	14	2	6	1	5	12	2	2	10	9	8	6	4			1	
IVE	2	1			1	2			2	1	2	2					
IVF	0																

SUMMARY TABLE
UNRELEASED

Affective Level					# Valid	# not Valid	# Exam.	# Con. Val.	Age App.	TOTALS
Re	Rs	Va	Or	Ch						
			5		6	3	6	6	6	
					X	X				
	1			1	3	1	2	2	2	
		1	1		2	5	2	2	2	
					X	X				
		1			1		1	1	1	Exercises for I: 22 14%
						1				
			1	1	2	1	2	2	2	
					4	2	4	4	4	Exercises for II: 11 7%
		1	1		2		2	2	2	
					4		4	4	4	
			1		2		2	2	2	
					X	X				
					X	X				
			1		1		1	1	1	Exercises for III: 8 6%
					1		1	1	1	
					1		1	1	1	
					9	14	7	7	7	
					4	2	3	3	3	
			1		8	6	6	6	6	
					2		1	1	1	Exercises for IV: 46 30%
					X	X				

TABLE
CITIZENSHIP
RELEASED AND

BEST COPY AVAILABLE

Objective	# of items	Item Format				Admin.		Age Levels				Cog. Lev.					
		Com.	Wri.	Ml. Ch.	Comb.	Ind.	Group	9	13	17	Ad.	K	C	A	AN	S	E
VA	0																
VB	3		1	2		1	2			2	3		1		1	1	
VC	10			1	9	9	1	1	1	5	8	1	2			1	
VD	1				1	1				1	1						
VE	3			1	2		3		1	1				1	2		
VF	0																
VIA	9		7	1	1	8	1	5	5	4	4	2	4	1		2	
VIB	0																
VIIA	12		5	3	1	9	3	4	6	7	8	3	5		2		
VIIB	2				2	1	1	2	1		1		1				1
VIIC	1		1			1			1				1				
VIID	3		1	2		3				1	2	1	1	1			
VIIE	0																
VIIF	2		2			2		2	2	1	1		2				
VIIIA	8			1	7	8		4	1	2	2	3	1				
VIIIB	0																
VIIIC	1				1	1			1				1				
VIIID	0																
IXA	5	3		1	1	5		1	1		3	1					
IXB	5				5	5		2	2		1	2					
IXC	0																
Grand Totals	152																

89
SUMMARY TABLE
UNRELEASED

Affective Level					# Valid	# not Valid	# Exem.	# Con. Val.	Age App.	TOTALS
Re	Rs	Va	Or	Ch.						
					X	X				
				1	2	1	2	2	2	
			2	7	8	2	7	8	8	
				1	1		1	1	1	
				1	3		3	3	3	Exercises for V: 17
					X	X				11%
			2	1	8	1	8	8	8	Exercises for VI: 9
					X	X				6%
		1	2		3	9	2	3	3	
					2		2	2	2	
					1		1	1	1	
					2	1	2	2	2	
					X	X				Exercises for VII: 20
					1	1	1	1	1	13%
		3	2	1	6	2	6	6	6	
					X	X				
					1		1	1	1	Exercises for VIII: 9
					X	X				6%
	1		2	1	2	3	2	2	2	
			1	1	1	4	1	1	1	Exercises for IX: 10
					X	X				7%
					93	59	84			152

Reliability of Exercises

In considering the content validity of exercises, that is, their representativeness of the ideal population measuring a behavior(s) or information, one also contemplates the issue of reliability. Reliability can be approached in three ways; first from a stance of asking questions related to stability, dependability, and predictability. A second approach is concerned with accuracy while the third approach is concerned with random or chance error (Kerlinger, p. 430).

If we define reliability through error then the more error the greater the unreliability and conversely the less error the greater the reliability. Of course, anyone designing exercises and testing instruments desires to have the greatest reliability, that is, the least amount of error.

NAEP had some special problems in determining reliability and this is discussed in some depth in the Task I report. Basically, NAEP did not have an instrument to test, but rather, items administered independently. Therefore, NAEP did not have any instrument on which they could run reliability figures. But they did address the issue of reliability by determining the standard error of each exercise.

This lack of a total reliability for social studies and citizenship exercises might put us at a slight disadvantage for we really cannot discuss the reliability of the total pool of exercises. But, from observing the standard errors of the individual exercises, one can obtain some insight into the accuracy dimension. Furthermore, one needs to remember that the content validity also was determined on individual exercises and not the total pool of exercises. Again, those readers wishing greater depth of discussion should refer to the Task I report.

Inter-Rater Reliability

Since the content validity depended upon the judgment of the major investigator and three members of a review panel, the question of inter-rater reliability is important. The prime concern of all members was the content validity of the exercises and whether they could be used as examples. Therefore, one is interested in seeing if the four individuals involved reacted in similar, if not identical, ways to the exercises.

At the beginning of the analysis, the major investigator decided that all judges would have to agree as to the content validity of the exercises. This, of course, required that judges, after their initial independent reactions, had to have an opportunity or opportunities to discuss their perceptions and judgments. This opportunity was provided and the investigator was most pleased and even surprised that all judges agreed initially as to the content validity and exemplary qualities of 95 per cent of the excercises. This agreement was on exercises analyzed independently. Little difficulty was experienced in attaining consensus with regard to the remaining percentage of exercises. Thus, all the exercises as reported in this document represent total agreement by judges regarding content validity and exemplary qualities. But, the reader should realize that this final judgment was arrived at collectively, not independently. It is of interest that 100 per cent agreement as to which exercises were outstandingly good or bad also was present.

Readers may feel that this is too good to be true. However, one must remember that the major investigator was most careful to select for the review panel individuals who had great expertise in the area of social studies education and also were most competent in the realm of questions.

Summary

This section considered the results of the social studies and citizenship exercises, both released and unreleased. Tables reporting the data were presented for reader analysis. Since the tables are rather complete, there was no need for detailed prose description of the data. Tables presented data relating to each objective and sub-objective for which exercises were written. Individuals wishing detail as to which exercises the panel members consider as not having content validity are directed to read the tables in Appendix A.

Discussion of Exercises by Major Objectives

Social Studies Exercises, Released

In the discussion, the sub-objective categories have been collapsed, and therefore comments relate to each of the major objectives, e.g., I, II, III, IV, and V. However, general impressions will be given about all of the exercises relating to their validity, appropriateness and other important elements. Points pertinent to the exercises will be inserted where appropriate. Some of these points may relate to trends as well as relationships extant between certain exercises and particular factors considered. Table 90, found on page 93, reports summary data for both released and unreleased social studies exercises. The reader may wish to view this table before reading about the exercises for specific objectives.

Objective I. Have Curiosity About Human Affairs

There were nine exercises for this major objective in the released category. The majority of the exercises utilized the combination format and relied solely on individual administration. All age levels were represented. The majority of the exercises possessed content validity, seven in total, and were effective models for teacher use. Both the cognitive and affective domains were represented, with the loading on the lower levels of both taxonomies: knowledge and comprehension, and/or receiving and responding. These cognitive and affective levels seem appropriate for the objective only aims at assessing an individual's basic understanding and willingness to attend to the realm of human affairs.

Objective II. Use Analytic-Scientific Procedures Effectively

There were twenty-seven exercises prepared for this objective. The formats represented all except combination. Exercises were about equally distributed between individually administered and group administered, and all age levels were present. Again, panel judges determined the majority of items to be valid, with twenty-two in that category. Most were of good quality for imitation by teachers. However, the investigator and judges considered far fewer items to be appropriate for the age levels intended. Some items were too easy or difficult for some of the ages and were appraised to require some reworking for individuals at particular ages to handle them. Of special note is that all levels of the cognitive taxonomy were represented, but most were at the lower cognitive levels. In this subtest the item makers were more concerned with whether individuals knew process rather than being able to apply process. Three of the items were considered to have identifiable affective levels with two of the items at the bottom affective level. Overall, the judges considered the exercises of good quality.

Objective III. Are Sensitive to Creative-Intuitive Methods of Explaining the Human Condition

Exercises in this category numbered eight. Again all formats are represented. The majority of the exercises were group administered and all ages were represented. The review panel classified all exercises as having content validity and being useful as examples for teachers. Both the cognitive and affective taxonomies are represented, with a spread of levels present but favoring, in terms of numbers, the higher cognitive levels. The panel members listed five exercises at the analysis level. This emphasis at the analysis level is encouraging for it indicates the exercise development concerned with assessing if individuals comprehend the basic assumptions and interrelationships relating to the use of methods and the human condition.

Objective IV. Have Knowledge Relevant to the Major Ideas and Concerns of Social Scientists

This objective had by far the most exercises, forty-seven in all. The majority were multiple choice in format and were group administered, and all ages were represented almost equally. With regard to content validity, the panel judged the majority as valid, but a significant number, ten in all, were considered not valid. This represented the highest proportion of exercises not having content validity among all objectives for the released social studies grouping. With regard to the cognitive and affective levels, both domains were represented. Sill the loading was at the knowledge and comprehension levels and the receiving level. Yet five exercises existed at the application level and three qualified as analysis. Two exercises were at the organization level in the affective domain.

The judges discerned a definite trend that exercises designed specifically for age 9 were predominantly at the knowledge and/or comprehension levels. It appears that the exercise developers worked under the assumption that young pupils were incapable of handling questions at higher cognitive levels. Of course, as previously stated, all the exercises revealed a predominant emphasis on questions at the lower levels.

From analysis of these exercises it became apparent that one had a better chance of having a question have content validity at the lower cognitive levels. Tersely put, these exercise developers experienced a higher failure rate as they attempted to develop high-cognitive level exercises.

Objective V. Have a Reasoned Commitment to the Values that Sustain a Free Society

Twenty-two exercises were geared to this objective. Again, three of the four major formats were represented. Most of the exercises were group administered and equally distributed among the ages of 13, 17, and Adult. The judges had total consensus that all exercises possessed content validity. Of some note is the fact that all exercises involved both cognitive and affective objectives and that they represnted the upper levels, analysis, synthesis, and evaluation in the cognitive domain; and valuing, organization, and characterization in the affective domain. This type of situation did not exist as frequently as the investigator and judges would have liked.

General Discussion of Released Social Studies Exercises

The primary point is that the overwhelming majority of exercises possess content validity and are appropriate for use as examples by teachers. However, it is of some concern that the exercises largely stress the lower cognitive domains, knowledge and comprehension. Furthermore, it is clearly evident that the lower the age level for the exercise, the lower the cognitive domain. This conflicts with the overall educational goal of fostering student thinking. Judges felt that many exercises possessing content validity could be reworked to raise the cognitive level at which target populations could respond.

From the investigator's review of curriculum guides and social studies programs it seems that the majority of the exercises contained content fairly representative of that covered in most schools in the country. With regard to the released social studies exercises, it did not appear that the content of the exercises put any group at a great disadvantage. Of course, the type of response to particular exercises would and did vary depending upon one's culture or racial group as well as prior experience. However, diversity in response with regard to these exercises did not penalize the individual.

Also, the exercises seemed to cover topics that were for the most part relevant to the needs and interests of most students. Several exercises dealt with prejudice and stereotypes as well as with some of the problems facing majorities.

A point worthy of some consideration is that persons having difficulty in reading might be at a disadvantage on those objective exercises group administered. One did need some competence in reading to interpret the questions.

Social Studies Exercises, Unreleased

Objective I. Have Curiosity About Human Affairs

Only five exercises existed to measure this objective and all were individually administered. The exercise represented all age levels, except age 17. The judges considered all the exercises to be valid as well as exemplary and appropriate for the ages indicated. Once again, the exercises stress student functioning at the lower cognitive levels; nevertheless, both the cognitive and affective domains are represented. Also, the nature of the objective suggests having just basic knowledge and a willingness to attend.

Objective II. Use Analytic-Scientific Procedures Effectively

In the unreleased social studies exercises, almost an identical number of exercises existed for this objective as with the released--twenty-four for unreleased, twenty-seven for released. The combination format was the only one not represented. This was also true with the released exercises. The items were primarily group administered and geared to the four age groups. Percentagewise, the unreleased exercises were better with regard to content validity. Panel members only judged one exercise as not having content validity. Members considered all exercises appropriate as examples. As was true with the released exercises for this objective, these exercises loaded primarily at the lower cognitive levels, but there was a difference in that eight exercises were coded at the analysis level. No discernable affective level was noted.

Objective III. Are Sensitive to Creative-Intuitive Methods of Explaining the Human Condition

This major objective had only five exercises. Writing and multiple choice were the two formats represented. The majority of exercises, four, were group administered and were geared to each age group. The review panel considered all exercises as valid and exemplary and appropriate for the ages. It is encouraging to note that two of the exercises were at the cognitive level of analysis. The affective dimension was not discernable. Perhaps this reflects the difficulty of writing exercises that "zero in" on the factor of sensitivity.

Objective IV. Have Knowledge Relevant to the Major Ideas and Concerns of Social Scientists

Similar to the released social studies exercises, a relatively greater number of exercises were prepared for this objective. Specifically, thirty-six exercises were prepared of which thirty-three were multiple choice and group administered. All age levels were represented. However, there was a significant number of exercises, twelve, judged as not valid. This pattern duplicated most for the released social studies exercises.

Also, the cognitive levels of these exercises were at the knowledge and comprehension levels of the cognitive taxonomy. Panel members concluded that no identification of the affective level was possible with any degree of certainty. The panel members also felt that the item developers were again functioning under the assumption that questions designed specifically for nine-year-olds should be at the lower cognitive levels.

Objective V. Have a Reasoned Commitment to the Values that Sustain a Free Society

There were eleven exercises for this objective. Only the completion format was not present. All ages were covered in the exercise pool. Again, the judges classified all exercises as possessing content validity and appropriateness for teacher use. The cognitive emphasis was on both comprehension and synthesis, and the affective level was strongly represented with eight exercises at the characterization level. In fact, the panel judges felt that some of these exercises exemplified the best attempts at assessing the affective domain.

General Discussion of Unreleased Social Studies Exercises

The unreleased exercises emphasize similar points, contents, experiences, concerns, attitudes, and interests as the released exercises. Much of what was said regarding the released exercises could be reiterated here. This is not surprising since both released and unreleased exercises were drawn from the same exercise pool.

Again, exercises that would be answered differently by various racial or ethnic groups are present, but it seems that diversity in response was accepted, from the observation of the responses given by individuals and considered appropriate.

As previously mentioned, the exercises overall require reading skills and thus might put individuals with reading difficulty at some disadvantage.

The overall emphasis on the lower cognitive dimension is of some concern, but the judges did feel that most exercises could be reworked to cater to high cognitive and affective levels.

General Comments Regarding Social Studies Exercises ✓

Table 90 records the data related to both the released and unreleased social studies exercises. The table is a repeat of Table 40 and is presented again to serve as the focus for a more detailed discussion. Perhaps the most significant point to consider is that of the 194 exercises prepared for social studies, 85 per cent (164) of them were considered valid by the investigator and the panel members. This should enable us to have some degree of faith in the exercises as being truthful in measuring what they state they are measuring.

But just looking at the overall percentage of exercises can be misleading for not all objectives are represented by equal numbers of exercises, and also the exercises emphasize different cognitive and affective levels. Of even more concern is the fact that several objectives are not represented by any exercises or are represented by exercises that have been judged not valid.

Objectives II and IV had significantly more exercises prepared; 51

TABLE
SOCIAL STUDIES
RELEASED AND UN

BEST COPY AVAILABLE

Objective	# of items	Item Format				Admin.		Age Levels				Cog. Lev.					
		Comp.	Wri.	M. Ch.	Comb.	Ind.	Group	9	13	17	Ad	K	C	A	AN	S	E
IA	10		4		6	10		6	5	2	3	3	6				
IB	2				2	2			2	2	2		1				1
IC	2		1		1	2		1	1	1			2				
IIA	5		2	3		2	3	1	2	3	3		1		3		
IIB	0																
IIC	26	8	4	14		9	17	9	15	12	10	11	8	4		1	1
IID	9			9			9	7	5	4	4	1	5		1		2
IIE	11		8	3		3	8	7	5	4	4		2		8		
IIF	0																
IIIA	1		1				1		1	1	1	1					
IIIB	6		5	1		2	4	2	6	6	5				6		
IIIC	0																
IIID	6	1		5			6	4	5	5	3		5		1		
IVA	1			1			1		1	1	1		1				
IVB	4		2	2		1	3	1	1	2	2	1	2	1			
IVC	14		8	6			14	4	7	10	10	4	7	3			
IVD	18		4	14		3	15	14	7	6	5	13	1	1	2		
IVE	27		3	24		4	23	12	18	19	20	13	14		2		
IVF	19		1	18		1	18	4	12	15	14	11	7	1			
VA	9		3	1	5	5	4	5	6	7	6	3	2			3	
VB	11		1	2	8	5	6	1	4	11	10		1		1	1	4
VC	3				3	2	1		2	3	2						
VD	0																
VE	7		4		5	6	1	3	2	2	2				3	2	
VF	3				3	1	2	1	2	2	2					1	
Grand	194																

SUMMARY TABLE
RELEASED EXERCISES

Affec. Level					# Valid	# not Valid	# Exem.	# Con. Val.	Age App.	Totals
Re	Rs	Va	Or	Ch						
3	3				9	1	10	10	10	
1			1		1	1	1	1	1	
	1	1			2		2	2	2	Exercises for I: 14 7%
1					4	1	3	3	4	
					X	X				
	1				25	1	24	24	24	
1					6	3	7	7	8	
			1		10	1	11	10	11	
					X	X				Exercises for II: 51 26%
					1		1	1		
	1		2	1	6		6	6	6	
					X	X				Exercises for III: 13
		1			6		6	6	6	7%
					1		1	1	1	
					3	1	3	2	2	
1					9	5	9	10	10	
2			1	1	13	5	13	13	13	
1	1		1		19	8	18	18	18	
					16	3	16	16	16	Exercises for IV: 83 43%
		5		3	9		9	9	9	
		1		9	11		10	10	10	
		1		2	3		3	3	3	
					X	X				
		2	3	2	7		7	7	7	
				2	3		3	3	3	Exercises for V: 33 17%
					164	30	163			194

and 83 exercises, respectively. Whether this suggests a hierarchy of importance regarding the objectives remains to be seen. Perhaps this loading is due to the objectives themselves; Objective II relates to whether individuals use the analytic-scientific procedures. With the emphasis upon process today, perhaps this distribution of exercises reflects current curricular status. However, this inference is somewhat suspect, for if process were the emphasis, the exercises would not cluster at the lower cognitive levels, but would emphasize application, analysis, synthesis, and evaluation. Perhaps the number of exercises is related to the number of sub-divisions in the objectives. For example, Objective IV has six sub-divisions. Also, this objective relates to the knowledge and understanding of the major social sciences which entails a major dimension of social studies.

But if NAEP has stated that social studies learning should be related to five major objectives, then all dimensions of these objectives should be represented by exercises. That no exercises exist for Objectives II B, II F, III C and V D and that only one exercise exists for Objectives III A and IV A makes it impossible to assess if individuals are demonstrating behaviors couched in the objectives. The absence of exercises or a minimal number of exercises makes it insuperable to make any statement regarding whether individuals have certain understandings, commitments, or capabilities. Therefore, NAEP needs to either eliminate these sub-objectives or to create exercises for them.

When one considers only the major categories of objectives, e.g. Objective I, Objective II, and so forth, these lack of exercises are not as evident, and persons might misinterpret assessment data to state that individuals at certain age levels possess particular behaviors when in fact no exercises existed to make such an assessment. For instance, no exercises exist for Objective II F "Use data and evaluative criteria to make decisions." However, when just considering the overall Objective II "Use Analytic-scientific procedures effectively," one might think that persons could use data to make decisions, yet there is no information gathered on which to base such a statement.

This lack of exercises is a most serious defect in the assessment procedure and this investigator urges NAEP to develop exercises for each sub-objective or to eliminate those sub-objectives lacking exercises. Also, this investigator would encourage that the overweighting and underweighting of objectives be corrected or that a statement be issued that certain sub-objectives are more important than others and should be rank ordered.

There are numerous ways to analyze the exercises, such as clustering, directionality, and difficulty level. These were not the concerns of the Task Two work force; however, it did appear that many of the exercises did represent clustering; but for the most part the clustering existed within items, that is, the sub-components of exercises related to a particular stimulus.

Regarding directionality, NAEP, in discussing the exercises, stated that all exercises are scorable or must be scorable in a desired direction, which means that they must possess directionality. All exercises exhibited this, although in many instances great diversity of responses was accepted. In those exercises stressing the affective domain, directionality was more difficult to determine because of the open-endedness of the exercises. As for directionality that measured change over time, the panel could not determine this from considering exercises administered once. But if exercises are to be given at various time periods then directionality can be assessed to some degree. In national assessment, one is interested not only in the current level of social studies understandings, but also in whether over time the level of achievement, skill use, and attitudes improve.

Age appropriateness is related to the difficulty factor of the exercises. In the opinion of the judges, the majority of exercises, both released and unreleased, were of proper difficulty level, but in some instances, exercises were too difficult for nine-year-olds. In some instances where a question of age appropriateness appeared regarding the upper age levels, the panel members felt that the exercises were too easy or could be used at a lower level than indicated.

Citizenship Exercises, Released

The next two sections deal with citizenship exercises, both released and unreleased. Summary data for these exercises is presented in Table 91, which is found on pages 111 and 112. This table repeats the information presented in Table 89. The reader may wish to review these tables before reading the following paragraphs.

Objective I. Show Concern for the Welfare and Dignity of Others

Ten exercises represented this objective with all formats used and the majority of the exercises administered individually. The items clustered at the three upper age levels. With regard to content validity, the panel members considered only five exercises to be valid. This seems unusually low, and perhaps indicates the difficulty of developing items that measure whether individuals show concern for others. One would expect that in addition to the cognitive domain, that exercises designed for this objective would cater to the affective domain. However, only four exercises exemplified a level of the affective domain and all exercises centered on the knowledge level.

Objective II. Support Rights and Freedoms of All Individuals

In all, NAEP had six exercises to assess this objective. The majority of them used the combination format and were administered individually. Exercises catered to all age levels, with a loading on age 13. Panel members determined that five exercises were valid and exemplary. Both domains were represented, with the cognitive domain stressing the knowledge and comprehension levels, while the affective domain emphasized the three upper affective levels.

Some of the exercises could have had their cognitive and affective levels raised by presenting situations in which individuals would have to demonstrate that they had indeed supported rights and freedoms. This concern was evidenced when the review members considered that only three exercises had context validity, that is, they represented situations in which the context was appropriate for having individuals truly demonstrating the behavior.

Objective III. Help Maintain Law and Order

The four exercises developed for this objective divided between the writing and combination formats. All were individually administered and represented all age levels. The panel classified all exercises as valid with regard to the objective being measured and considered all to have exemplary qualities.

It seems that with the current concern for law and order that more exercises might have been developed and that they could have been at levels other than the cognitive level of comprehension. A raising of the cognitive level would require from individuals more than just an understanding of the need for law and order and would actually assess whether persons involved themselves with maintenance of law and order. One exercise did qualify as being at the organization level of the affective domain.

Objective IV. Know the Main Structure and Functions of Our Government

This objective had a heavy loading of exercises, eighteen in all, with the majority utilizing the completion format. Most exercises were administered individually and centered on the mid age groupings of 13 and 17. In this instance, we again discuss another large grouping of exercises deemed to lack content validity. The judges thought that the exercises were geared only to whether individuals possess knowledge of our government and could comprehend the basic components. In assessing this citizenship objective, one should be concerned with whether individuals are cognizant of and can recognize basic assumptions of our government and can utilize such understanding in specific situations.

Panel members considered only eight of the eighteen exercises as good examples for teachers' use. Also, members noted that numerous exercises were not appropriate for the ages indicated. Some of the exercises were too easy for 17-year-olds and adults. This failing might be due to the fact that the questions were at the lower cognitive levels. Seventeen-year-olds and adults can certainly function at higher levels. A trend noted with regard to the social studies exercises also was evident in these citizenship exercises for this objective; that is, a tendency to gear the exercises for the ages of 9 and 13 to the lower cognitive levels, usually the knowledge level. This seems to indicate that exercise developers perceive teachers in the schools as just stressing facts. Of course, this may reflect the present situation more than many of us are willing to admit. The emphasis may also reflect the popular belief that if citizens know a few facts, that is all that is necessary.

Objective V. Seek Community Improvement Through Active, Democratic Participation

Eleven exercises assessed this objective. Most were administered individually and used the combination format. Although all age levels were involved, the majority of the exercises were for adults; only one was for nine-year-olds and two for 13-year-olds. This reflects somewhat the nature of the objective, but it does seem to suggest that community is defined as being outside the school and therefore not appropriate for young children. Further, it suggests that there is perhaps a lack of activities in the schools in which children can function in democratic ways. If this is so, it suggests a need to rethink our goals, for certainly, young persons require experiences in community involvement both inside and outside the school.

The investigator and the panel members classified most exercises as valid and exemplary. It may be of some interest that several levels of the cognitive domain were represented and that some exercises loaded on the highest affective level. This is consistent with the nature of the objective, for if one is to be involved, one has to demonstrate or indicate behaviors that reveal a type of conduct characterized by certain value sets.

Objective VI. Understand Problems of International Relations

Exercises designed to assess this objective numbered five, with all exercises being essay format and individually administered. The exercises concentrated on the cognitive levels of knowledge and comprehension, as well as synthesis. The affective level of characterization was represented also. The tendency to design questions for nine-year-olds at the knowledge level was apparent.

Objective VII. Support Rationality in Communication, Thought, and Action on Social Problems

NAEP had ten exercises for this objective with all formats used except the completion. The manner of administration was divided almost equally between individual and group, and all age levels were represented. Judges considered six exercises valid and four not valid. It is interesting to note that the comprehension level had the most exercises--six. Thus it seems that many of the exercises measure whether individuals comprehended what rational action and thought are; however, three exercises were coded as having the valuing and organization levels of the affective domain.

Judges felt that at least one exercise in this grouping, exercise 12, had a racial bias. Certainly the entire realm of social problems would be viewed differently by minorities than by the majority.

Objective VIII. Take Responsibility for Own Personal Development and Obligations

This objective had four exercises. The exercises involved the formats of multiple choice and combination. Four were administered individually and all age groups were represented. Of the four exercises, panel members judged only two as valid and exemplary. Part of the difficulty may be that three of the exercises were at the knowledge level. If one wishes to determine if individuals are assuming responsibility, one needs to have the majority of exercises above this level and specifically relating to the upper levels of the affective domain. Only two of the exercises were considered to represent affective categories, valuing and organization, respectively.

With regard to exercises at this level, one may find that individuals from minorities and/or disadvantaged groups may not be able to respond positively. Also, some individuals are so concerned with present-day realities, that they do not have time for planning for the future. The investigator and panel members concluded that this objective, especially the sub-objectives, reflect middle class value standards. The judges did not classify these values as good or bad, but the reader should note that these values are being emphasized in this particular objective.

Objective IX. Help and Respect Their Own Families (Ages 9, 13, 17)
Nurture the Development of Their Children as Future Citizens (Adult)

The six exercises prepared for this objective were equally divided among the completion and combination formats and among individual and group administration. All age levels were treated. However, only three exercises qualified as valid and exemplary. Many of the exercises just asked for descriptive types of information rather than whether individuals helped or respected their families. For example, one exercise queried if children had brothers or sisters. Certainly, one cannot assess if one helps or indeed respects their families from such a question.

It is significant also that only six exercises were used for this objective. This objective can bring home whether individuals are putting into their actions much of what citizenship is all about; being the effective citizen and having concern for individuals.

General Discussion of Released Citizenship Exercises

Perhaps the most significant point with regard to the citizenship exercises released is that over 30 per cent of the exercises did not possess content validity. This is a different story from the social studies exercises. Also, the fact that the exercises stressed the lower cognitive levels and did not emphasize the affective domain seems inconsistent with the overall thrust of citizenship education. With regard to the cognitive domain, the dominant use of exercises stressing the lower cognitive levels for populations at age nine is not desirable. As with the social studies exercises, certain objectives seemed to be favored with regard to number of exercises. For example, Objectives I "Show concern for welfare and dignity of others," IV "Know the main structure and functions of our government," V "Seek community improvement through active, democratic participation," and VII "Support rationality in communication, thought and action on social problems" had the most exercises; 10, 18, 11, 10, respectively. Again, one queries why this is so. Does this imply the Objective IV, "Know the main structure and functions of our government" is considered paramount to being the knowledgable and effective citizen? It should be borne in mind that this objective also had a large percentage, almost fifty per cent, of the exercises in the not valid category.

Overall, the content stressed in the exercises appears to parallel that which would be covered in most schools in the country. However, several exercises may be biased in favor of the middle-class value structure. This bias may put individuals from minority groups at a disadvantage. Of course, if the purpose is just to assess, then one could argue that an individual is not disadvantaged by being unable to respond in an appropriate manner. But, appropriate manner is the point that generates arguments. Certainly, individuals from various minority groups will perceive the exercises differently from individuals growing up in middle class white America. However, one might argue that the regional differences might create in individuals as great a difference in perception. Rather than fault the exercises on this point, one might just caution the reader and educators interpreting the results to keep such information in mind.

In general, there is legitimate reason for concern with the large number of non-valid exercises and also with the dominant emphasis on knowledge and comprehension. Citizenship is generally regarded as something more than remembering facts and comprehending what is read or said. Citizenship is using one's information and recognizing how one can apply this information to function effectively in this country and world.

As a group, the investigator and the panel members are not as impressed with the released citizenship exercises as with the released social studies exercises.

Citizenship Exercises, Unreleased

Objective I. Show Concern for the Welfare and Dignity of Others

Objective I had twelve exercises representing all four formats. Ten exercises were individually administered and all age levels were represented, with emphasis at ages 13 and adult. Panel review members judged seven exercises as having content validity. Only six exercises qualified as being exemplary. With regard to the cognitive domain, the exercises centered on both the knowledge and comprehension levels. The major investigator felt that many items could have been rewritten to make them valid for the objective intended and also to raise their cognitive level. Also, since the objective was related to individuals showing concern for others, one would have anticipated more of the exercises having clearly discernible affective levels. The major reason for considering some exercises not exemplary was that they did not measure the intended objective; however, some items were valid, but could have been more stimulating or been at a higher interest level for individuals.

Objective II. Support Rights and Freedoms of All Individuals

Five exercises were present for this level. Multiple choice was the dominant format. The majority of the exercises were group administered, and they stressed all of the age levels. The review members ranked only three exercises as valid. All of the exercises grouped around the two lowest cognitive levels.

It is of some interest that one of the exercises in this grouping, item # 16, unreleased, was considered by the major investigator and all members of the review panel to be one of the best exercises of all those developed. This exercise had content validity with regard to this objective and two others, V and VII. Furthermore, it represented both the cognitive and affective domains, analysis and organization, respectively. The review panel classified the exercise as most exemplary in that it utilized a meaningful format, combination, and allowed the respondent to become involved in reacting rather than just functioning from memory.

Objective III. Help Maintain Law and Order

This objective had four exercises, three of which were essay formats and one multiple choice. All were individually administered with representation for all ages. Panel members and the major investigator discerned all exercises to be valid and exemplary. However, the members thought that the exercises unduly stressed the lower cognitive levels, although one exercise was considered to represent the organization level in the affective domain.

Objective IV. Know the Main Structure and Functions of Our Government

This objective had a great many exercises prepared for it--twenty-eight. All formats were represented and exercises were about equally distributed between individually or group administered. All age levels were stressed, with almost equal numbers for ages 13, 17 and adult. As with the released items for this objective, many exercises were not valid. In fact, fifty per cent (14) of the exercises failed to qualify as having content validity.

Judges decided that even fewer exercises warranted being classified as exemplary or appropriate for the targeted ages. A main criticism of the judges, with the concurrence of the investigator, was that the exercises measured only knowledge of specific facts and such a cognitive level was not consistent with whether individuals really comprehended their government, its function and purposes. This reaction relates to the fact that citizenship functioning is something more than the mere regurgitation of facts.

Also, there was a repeat of the tendency for exercises designed for the nine-year-olds to stress knowledge. Overall, one could say that all of the items tended to emphasize the lower cognitive levels. Many of the exercises were considered too easy, especially for the 17-year-olds and adults. Some of the exercises were poor examples because of the use of words that might not be clearly understood by the targeted populations. Some exercises, e.g., exercise 6, in this grouping violated rules of item construction such as making the correct discriminator unusually long in relation to the other options. The major criticism of this grouping of exercises is that the exercises overwhelmingly test for knowledge of specific facts.

Objective V. Seek Community Improvement Through Active, Democratic Participation

Six exercises were prepared for this objective. All formats except completion were used and the exercises were administered equally between individual and group. The two upper age levels were the only ones represented. The review panel found the majority, five, of the exercises to be valid and appropriate for the intended ages. Both taxonomy domains were represented. In the cognitive domain there was a spread of representations, while in the affective domain, the exercises concentrated at the upper level, characterization.

This grouping had one of the outstanding items as well. It was Item 18, which stressed the cognitive level of analysis and the affective level of characterization. The prime reason for the very favorable classification was that the exercise appeared likely to involve the respondents in reacting to the question.

Objective VI. Understand Problems of International Relations

Of the four exercises created for this objective, panel members judged all to be valid. All age levels were represented with most of the exercises being administered individually. All formats were used except the completion one. As is quite typical of these citizenship exercises, there was a heavy loading on the lower cognitive levels.

Objective VII. Support Rationality in Communication, Thought and Action on Social Problems

In total, ten exercises were developed for this major objective. All formats, excepting the completion format, were used with the exercises, most of which were administered individually. There was almost equal distribution of the exercises among the four age levels. Again, panel members noted only six exercises as having content validity. The cognitive levels of these exercises centered at the comprehension level which seemed to offer additional evidence that the majority of the exercises favored just comprehension of citizenship factors rather than possessing the ability to use and act upon information relating to citizenship. It seems that an exercise designed to assess whether one supports the process of rationality should have the upper levels of the affective domain represented. However, judges did not code any exercises as having a clearly identifiable affective component.

Objective VIII. Take Responsibility for Own Personal Development and Obligations

The review panel classified five exercises relating to this objective. All used the combination format and four were administered on an individual basis. All age levels were represented. Even though there were few exercises, members rated all as valid and exemplary. It became evident to the judges that in most cases where many of the exercises were valid in citizenship, there usually was also a higher incidence of affective levels.

Objective IX. Help and Respect Their Own Families (Ages 9, 13, 17) Nurture the Development of Their Children as Future Citizens (Adults)

The review of the exercises relating to this objective revealed the only instance in which panel members judged all of the exercises developed, only four, invalid. Panel members considered the questions to be more on the nature of an inventory rather than assessing citizenship behavior. The weakness of the exercises in the unreleased category parallel a similar weakness discovered in the released citizenship exercises. Thus, judges felt that this objective required a totally new set of exercises.

General Discussion of Unreleased Citizenship Exercises

As was true with the released exercises, the panel members judged approximately thirty per cent of the exercises to be not valid. It is somewhat surprising that the percentages would be so similar for both the released and unreleased exercises.

Part of the difficulty may be that the exercises centered on measuring knowledge and comprehension and neglected the upper levels of the cognitive domain and many of the levels of the affective domain. Again, it appears that the item developers consider that citizenship to a large extent is equated with just knowledge of facts relating to presidents, governmental agencies, dates, issues, and concerns. However, this investigator would maintain that even if targeted populations answered all questions satisfactorily, they would not have demonstrated to a great degree what is meant by effective citizenship in today's education literature.

Overall, the content of the exercises seemed relevant to the area of citizenship education. Lest this seem inconsistent with the above comments, the investigator feels that many of the exercises focused on relevant content areas, but failed to assess if individuals could process the content at the upper cognitive levels or could demonstrate whether they valued some dimensions of citizenship behavior and had incorporated these values into their overall behavior.

The exercises reflect some norms for the functioning citizen in the United States. Individuals from minority groups may respond differentially; but, it depends upon how educators interpret the data as to whether the persons from minority groups are at a disadvantage. Basing one's judgment more on the cognitive-affective levels rather than content, it appears that the exercises, as a group, stress a "past" interpretation of the good citizen, one who can cite names and dates, and list various legislation. It seems that even the exercises having content validity were valid only with regard to measuring the lower levels of cognition suggested in the objectives. Many of the exercises should be rewritten to assess if individuals at the various age groups fully discern the basic reasons for the political scene, fully realize why it is necessary to show concern for one's fellow man, and completely comprehend generalizations relating to the citizenship dimensions of man. Certainly, schools need information on these matters if educators are to possess data useful for adjusting and creating educational programs dealing with citizenship.

General Comments Regarding Citizenship Exercises

Observation of Table 91 provides all data for both released and unreleased citizenship exercises. As is true with the social studies exercises, the citizenship exercises, both released and unreleased, favor certain objectives. Objective I "Show concern for the welfare and dignity of others" had a total of 22 exercises prepared while Objective IV had 46 exercises. The emphasis on Objective IV, which deals with the main structure and function of our government, suggests that citizenship, as conceived by the exercise developers, is primarily political in emphasis. Citizenship may be equated with political socialization. However, the overall objectives would suggest a broader interpretation of citizenship that extends beyond competence in matters governmental. Certainly, educators need to have the total dimension of citizenship assessed by these exercises. It would be important to know if the number of exercises per objective

BEST COPY AVAILABLE

TABLE
CITIZENSHIP
RELEASED AND

Objective	# of items	Item Format				Admin.		Age Levels				Cog. Lev.					
		Com.	Wri.	Ml. Ch.	Comb.	Ind.	Group	9	13	17	Ad	K	C	A	AN	S	E
IA	9		1	4	4	7	2	1	9	6	5	2	2			1	
IB	0																
IC	4	1			3	3	1		1		2	2					
ID	7	5			2	7		2	6	2	4	3	2				
IE	0																
IF	1				1	1					1						
IG	1				1	1				1	1	1					
IIA	3				3	2	1	1	2	1	1	1				1	
IIB	6		2	3	1	5	1	2	5	3	4	3	2	1			
IIC	2				2	2				1	1		2				
IIIA	4		3		1	4		1	1	2	3		4				
IIIB	2		2			2		1		1	1		1			1	
IIIC	0																
IIID	0																
IIIE	1				1	1					1	1					
IIIF	1			1		1					1		1				
IVA	1		1			1		1	1	1			1				
IVB	23	7	4	10	2	15	8	8	12	12	10	17	5		1		
IVC	6	1	2	3		2	4		3	5	6	2	4				
IVD	14	2	6	1	5	12	2	2	10	9	8	6	4			1	
IVE	2	1			1	2			2	1	2	2					
IVF	0																

Affective Level					# Valid	# not Valid	# Exem.	# Con. Val.	Age App.	TOTALS
Re	Rs	Va	Or	Ch						
			5		6	3	6	6	6	
					X	X				
	1			1	3	1	2	2	2	
		1	1		2	5	2	2	2	
					X	X				
		1			1		1	1	1	Exercises for I: 22 14%
						1				
			1	1	2	1	2	2	2	
					4	2	4	4	4	Exercises for II: 11 7%
		1	1		2		2	2	2	
					4		4	4	4	
			1		2		2	2	2	
					X	X				
					X	X				
			1		1		1	1	1	Exercises for III: 8 6%
					1		1	1	1	
					1		1	1	1	
					9	14	7	7	7	
					4	2	3	3	3	
			1		8	6	6	6	6	
					2		1	1	1	Exercises for IV: 46 30%
					X	X				

BEST COPY AVAILABLE

TABLE
CITIZENSHIP
RELEASED AND

Objective	# of items	Item Format				Admin.		Age Levels				Cog. Lev.					
		Com.	Wri.	Ml. Ch.	Comb.	Ind.	Group	9	13	17	Ad.	K	C	A	AN	S	E
VA	0																
VB	3		1	2		1	2			2	3		1		1	1	
VC	10			1	9	9	1	1	1	5	8	1	2			1	
VD	1				1	1				1	1						
VE	3			1	2		3		1	1				1	2		
VF	0																
VIA	9		7	1	1	8	1	5	5	4	4	2	4	1		2	
VIB	0																
VIIA	12		5	3	1	9	3	4	6	7	8	3	5		2		
VIIB	2				2	1	1	2	1		1		1				1
VIIC	1		1			1			1				1				
VIID	3		1	2		3				1	2	1	1	1			
VIIE	0																
VIIF	2		2			2		2	2	1	1		2				
VIIIA	8			1	7	8		4	1	2	2	3	1				
VIIIB	0																
VIIIC	1				1	1			1				1				
VIIID	0																
IXA	5	3		1	1	5		1	1		3	1					
IXB	5				5	5		2	2		1	2					
IXC	0																
Grand Totals	152																

SUMMARY TABLE
UNRELEASED

Affective Level					# Valid	# not Valid	# Exem.	# Con. Val.	Age App.	TOTALS
Rq	Rs	Va	Or	Ch.						
					X	X				
				1	2	1	2	2	2	
			2	7	8	2	7	8	8	
				1	1		1	1	1	
				1	3		3	3	3	Exercises for V: 17 11%
					X	X				
			2	1	8	1	8	8	8	Exercises for VI: 9 6%
					X	X				
		1	2		3	9	2	3	3	
					2		2	2	2	
					1		1	1	1	
					2	1	2	2	2	
					X	X				Exercises for VII: 20 13%
					1	1	1	1	1	
		3	2	1	6	2	6	6	6	
					X	X				
					1		1	1	1	Exercises for VIII: 9 6%
					X	X				
	1		2	1	2	3	2	2	2	
			1	1	1	4	1	1	1	Exercises for IX: 10 7%
					X	X				
					93	59	84			152

represents a conscious plan or is the result of just how the exercises happened to fall as developed and approved.

This overweighting of some objectives and underweighting of others is a problem that needs attention. Also, several citizenship objectives had no exercises at all: Sub-objectives I B, I E, III C, III D, IV F, V A, V F, VI A, and VII E. Also, there were many objectives represented by only one exercise: Sub-objectives I F, I G, III E, III F, IV A, V D, VII C. In one instance the sole exercise was judged as not having content validity, Sub-objective I G.

NAEP has by its objectives stated that citizenship basically concerns certain things and has mentioned that the goal of national assessment is to measure if individuals have attained those certain knowledges, attitudes, skills. However, it has a large percentage of sub-objectives not represented by exercises and therefore lacks the basis to make statements that individuals have or have not attained certain understandings, attitudes, or skills. As mentioned with regard to the social studies exercises, this investigator urges NAEP to either eliminate the sub-objectives for which no exercises exist or to create valid exercises. Also, the investigator urges that NAEP attend to the problem of a more equal distribution of exercises among several objectives.

Not only did the investigator and the panel members find these gaps in exercise existence, but of the total pool of exercises developed, 152, only 93 were judged as having content validity—or 61 per cent. One needs to exercise extreme caution in assessing the level of citizenship functioning of individuals when 39 per cent of the exercises are not valid. Even fewer exercises were considered exemplary--only 55 per cent.

With regard to clustering, many of the exercises utilized the combination format in which a series of sub-questions were based on one set of stimulus material.

All exercises that measured the cognitive dimensions had directionality in that they had correct or preferred answers. However, the issue of directionality is more difficult in those exercises dealing with the affective domain in that such exercises do not have a correct or desired answer in all instances. Of course, in some of the exercises a preferred direction of response could be inferred.

As for difficulty level, the investigator and his panel members considered most valid exercises at appropriate difficulty levels for target age groups. In situations where the panel indicated an exercise as not appropriate for the age it was usually because the exercise was too easy for the group rather than too difficult. ✓

As a whole the investigator and the review panel regarded the citizenship exercises as not measuring up as well as the social studies exercises. As previously stated, thirty-nine per cent failed to qualify as valid. Additionally, many of the exercises having content validity were only assessing the lower cognitive dimensions. Many of the exercises reflected an interpretation that schooling is synonymous with fact gathering, regurgitation of facts, and paraphrasing information. ✓

Final Comments

The investigator and the panel members spent numerous hours carefully reviewing exercises and making judgments as to whether exercises were representative of the content or the universe of content of the property being measured. As a whole, the panel concurred with the investigator that the social studies exercises as a total group, both released and unreleased, were superior to the citizenship exercises, both released and unreleased, in that a greater percentage (85 per cent) of social studies exercises possessed content validity.

But, even if one were to have found all the exercises possessing content validity, one still needs to query himself regarding the concept of national assessment. If one is opposed to the concept, then no amount of valid exercises will win him over. However, many believe that national assessment has much to offer. Certainly educators require some feedback in order to maintain what is effective in the schools both in the realms of curriculum and instruction and to eliminate and/or modify that which does not seem to measure up to our objectives.

But the task is not that simple. Assuming that all of the exercises are valid and measure the upper levels of both the cognitive and affective domains, one still cannot determine precisely if schools are to be praised or blamed for the current levels of understanding and functioning of individuals in social studies and citizenship. Certainly, the schools are not the only institutions in society that educate. Individuals do not obtain all of their understanding of their world or their attitudes towards others just in the schools. This certainly is true with seventeen-year-olds and adults. Therefore, national assessment can tell us what are the levels of understandings, skills, attitudes, etc. of various segments of our population, but it cannot tell us that these levels are entirely the results of good or poor schooling. Perhaps educators can agree to the need for assessment, but our challenge is what we do with the results if we accept them. Of course, from the investigation of Task II, some adjustments will need to be made in many of the exercises to afford educators with information beneficial as input to their decision-making regarding what schools need to do to enable individuals to become truly effective persons, citizens of this and the next century.

REFERENCES

Bloom, Benjamin S. et al. Taxonomy of Educational Objectives Handbook I: Cognitive Domain. New York: David McKay, 1956.

Education Commission of the States. National Assessment of Educational Progress, Citizenship Objectives. Denver: Education Commission of the States, 1969.

Education Commission of the States. National Assessment of Educational Progress. Denver: Education Commission of the States, 1970.

Education Commission of the States. National Assessment of Educational Progress, Report 2. Citizenship: National Results. Denver: Education Commission of the States, 1970.

Finley, Carmen J. and Berdie, Frances S. The National Assessment Approach to Exercise Development. Denver: Education Commission of the States, 1970.

Kerlinger, Fred V. Foundations of Behavioral Research. New York: Holt, Rinehart and Winston, 1965.

Krathwohl, David R.; Bloom, Benjamin S.; and Masia, Bertran B. Taxonomy of Educational Objectives. Handbook II: Affective Domain. New York: David McKay, 1964.

APPENDIX A

Specific Items Considered Not Valid and/or Not Exemplary

Exercise Area: SSR

Not Valid	Not Exemplary
10 A (101020)	
1 A (101022)	1 A (101022)
3 A (Obj. II A)	3 A
22 A (203002)	22 A (203002)
15 (Obj. II D)	
6 A (Obj. II D)	6 A
4 (402008)	4 (402008)
15 A, D (403001)	15 A, D (403001)
4 (403011)	4 (403011)
13 (Obj. II E)	
13 (404006)	13 (404006)
23 (404012)	23 (404012)
15 (405006)	15 (405006)
18 (405011)	
20 (405040)	20 (405040)
16 (406006)	Appropriate for knowledge objective
11 (406009)	11 (406009)
4 (427001)	4 (427001)

Specific Items Considered Not Valid
and/or Not Exemplary

Exercise Area: SSU

Not Valid	Not Exemplary
6 (403005)	6 (403005)
10 (403026)	10 (403026)
2 (403002)	Good for different objective
24 (404013)	24 (404013)
16 (404015)	16 (404015)
10 A, B	10 A, B
2 (405010)	2 (405010)
7 A, B (405012)	Good for another objective
3 (405007)	3 (405007)
10 (405021)	10 (405021)
	21
5 (406007)	5 (406007)

Specific Items Considered Not Valid

and/or Not Exemplary

Exercise Area: CR

Not Valid	Not Exemplary
17 A, B, C, D, E, F (Obj. I A)	17 A, B, C, D, E, F
13 A - F (Obj. I A)	13 A - F
1 A, B, C (Obj. I D)	1 A, B, C
11 A, B, C (Obj. I D)	11 A, B, C
3 A - D (Obj. I D)	3 A - D
11 (Obj. II B)	
19 (Obj. IV B)	19
6 (Obj. IV B)	6
18 (Obj. IV B)	18
2 A - E (Obj. IV B)	2 A - E
17 (Obj. IV B)	17
11 (Obj. IV B)	11
3 A - D (Obj. IV C)	3 A - D
19 (Obj. IV D)	Appropriate for another objective
1 (Obj. IV E)	
5 A, B, C (Obj. IV D)	5 A, B, C
E 12 (Obj. V C)	E 12
E 11 (Obj. V C)	Appropriate for another objective
12 (Obj. VI)	12
8 A, B (Obj. VII A)	

Specific Items Considered Not Valid
and/or Not Exemplary

Exercise Area: CR - Continued

Not Valid	Not Exemplary
4 (Obj. VII A)	
10 (Obj. VII A)	
14 (Obj. VII A)	14
7 (Obj. VII A)	7
16 (Obj. VII D)	
16 (Obj. VII F)	
11 A, B (Obj. VIII A)	
3 A - C (For Adults) (Obj. VIII A)	3 A - C
3 A - B (For Adults) (Obj. VIII A)	
3 A - C (For 9-year olds) (Obj. IX A)	3 A - C
20 A - E (Obj. IX B)	
5 A - C (Obj. IX B)	5 A - C
14 (Obj. IX B)	

Specific Items Considered Not Valid
and/or Not Exemplary

Exercise Area: CU

Not Valid	Not Exemplary
22 (Obj. I A)	22
3 A - F (Obj. I C)	3 A - F
11 A - D (Obj. I D)	11 A - D
9 A - D (age 13) (Obj. I D)	9 A - D
9 A - D (age 17-Adult) (Obj. I G)	
1 (Obj. IV B, mul. choice format)	1
1 (Obj. IV B, completion format)	1
2 (Obj. IV B, mul. choice format)	2
2 (Obj. IV B, completion format)	2
10 (Obj. IV B)	10
15 (Obj. IV B, Ages 13, 17, Ad.)	15
15 (Obj. IV, age 9)	15
5 (Obj. IV)	5
9 (Obj. IV D)	
17 (Obj. IV C)	17
8 (Obj. V B)	8
18 (Obj. VII A)	18
9 A, B, C (Obj. VII A)	
7 A - D (Obj. IX A)	
8 A, B (Obj. IX A)	8 A, B
14 A - F (Obj. IX B)	14 A - F
16 A - G (Obj. IX B)	

APPENDIX B

Biographical Sketch

Francis P. Hunkins, Ph.D.

Dr. Hunkins received his B.S. in Education in 1960 from Salem State College, Salem, Massachusetts; his M.Ed. in 1963 from Boston University, Boston, Massachusetts; and his Ph.D. in 1966 from Kent State University, Kent, Ohio. Since 1966, he has been at the University of Washington where he is Professor of Education.

Dr. Hunkins' main areas of professional concentration are general curriculum, social studies education, and instructional strategies, with special emphasis upon questions and questioning strategies. It is within the area of questions that Professor Hunkins' research interests primarily lie, and he has conducted research funded by the U.S. Office of Education dealing with the effects of various types of questions on the thinking and achievement of students in elementary social studies. Dr. Hunkins also is active in giving numerous workshops throughout the country to teachers and prospective teachers dealing with questions and questioning strategies.

He is the author of the fifth grade textbook and teacher's guide, ASKING ABOUT THE U.S.A. AND ITS NEIGHBORS (American Book Company, 1971); a college textbook QUESTIONING STRATEGIES AND TECHNIQUES (Allyn and Bacon, 1972), and co-author with Patricia F. Spears of the ASCD monograph, SOCIAL STUDIES FOR THE EVOLVING INDIVIDUAL (ASCD, 1973): and an author of a chapter dealing with questions in the upcoming 1974 NCSS Yearbook. In addition to this writing, Dr. Hunkins has authored over thirty-five articles in the areas of social studies education, general curriculum, and teaching strategies.

Professor Hunkins is active in The Association for Supervision and Curriculum Development, the National Council for the Social Studies, and the American Educational Research Association. He served on the Advisory Board of *Social Education* from 1971 to 1973. He has presented numerous papers on his research on questions and other topics to these organizations, most recently conducting an action lab at the ASCD national convention in 1973.

In addition to giving workshops on questions, Dr. Hunkins works with school districts around the country on matters relating to curriculum development and implementation.

Biographical Sketch

Thresa E. Gieger

Ms. Thresa Gieger received her B.A. from Arizona State University, Tempe, Arizona, in 1960; her M.A. from Arizona State University in 1964; and is currently working on her Ph.D. at the University of Washington, Seattle, Washington. In addition to her graduate work she is an instructional specialist in the Portland, Oregon Public Schools.

Ms. Gieger has been active in providing consultant services to school systems outside her own, and she has taught graduate classes in general curriculum and instruction and has given numerous speeches and presentations to groups of teachers. In the summer of 1972, she received a U.S. Office of Education grant for a three-month resident study of the Yugoslav Educational System.

Ms. Gieger is active in NCSS and has served on committees and has been a participant in state and national conventions. She also has contributed to a volume on Yugoslav education to be published in the near future.

Biographical Sketch

Jack S. Thompson

Mr. Jack S. Thompson received his B.A. in 1959 from Western Washington State College, Bellingham, Washington; and in 1962 received his M.A. from Stanford University, Stanford, California, with a major in Social Studies Education. Currently, he is the Social Studies Coordinator for the Renton School District, Renton, Washington.

As part of his responsibilities as social studies coordinator, he has assisted in the development of numerous social studies materials and has been involved in program evaluation. He has conducted various inservice programs dealing with improving teachers' instruction as well as being involved in intern and student teacher programs.

Professionally, Mr. Thompson is a member of the Washington State Council of Social Studies Coordinators and is the president for the 1973-74 term. He also is a member of the Puget Sound Council for Social Studies and a member of the National Education Association.

Biographical Sketch

Arthur E. Ware

Mr. Arthur Ware received his B.A. in 1963 from Whitworth College, Spokane, Washington; his M.A. from Trenton State College, in Trenton, New Jersey; his M.Div. from Princeton, Princeton, New Jersey in 1963; and is currently a Ph.D. Candidate in the Department of Curriculum and Instruction at the University of Washington, Seattle, Washington. Along with his studies, Mr. Ware is the social studies coordinator in the Bellevue Public Schools, Bellevue, Washington.

His professional concentrations in social studies education and curriculum have involved him in coordinating the development of a K-9 social studies program for his school district. He also has trained administrators in Bellevue in Flanders Interaction Analysis.

Additionally, he is active in the National Council of Social Studies and has made presentations at the 1971 and 1972 national conventions. He also has served as a consultant in social studies for teachers and administrators in various school districts in the Northwest as well as British Columbia and Alberta. In June, 1973 he assisted in training administrators in the new social studies programs for the National Science Foundation at Stanford.